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ABSTRACT

The resource guide was developed as a result of a project investigating the need for English language classes for older immigrants to Australia. Project objectives were to develop, deliver, evaluate, and document a pilot English-as-a-Second-Language (ESL) program, benchmarking appropriate delivery options and curricula for older migrants. Following action research and student recruitment, 3 classes were established and run for 20 weeks. During the project's life, a workshop was held for ESL teachers. The report describes the project and its results and presents useful class activities for this population developed in the project. An introductory section outlines the project's rationale, background, objectives, and target groups. The second section describes the project's four stages and the groundwork laid in developing them. The third section profiles the three classes, and the fourth and fifth sections explain the course design and present a course outline. The section containing class activities is arranged into five thematic groups: socializing; health; reminiscing; community services; and miscellaneous daily living skills. Appended materials detail research findings and the initial learner assessment interview form. (Contains 53 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ADULT EDUCATION IN THE COMMUNITY

UNDERSTANDING LIFE IN AUSTRALIA: ESL FOR OLDER LEARNERS

A RESOURCE FOR TEACHERS

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Adult Education in the Community

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The views expressed in this publication are those of the authors and do not necessarily reflect the views or policies of the Adult, Community and Further Education Board, Victoria.

DEDICATION

This publication is dedicated to our students, who returned to the classroom after so long and opened themselves to new experiences, overcame anxieties and outside pressures, broke down barriers, applied themselves to learning in a new way and came back week after week - smiling.

Speech made by Nguyen Thanh Viet at the presentation of certificates to all students who had participated in the course.

On behalf of our class, I would like to say something to the Minister, Mr. Phil Honeywood and to all the guests here today, on the last day of this course.

We would like to say thank you and express our gratitude to all of you for giving us a chance to meet people from many countries, to learn English and Australian culture. Now we are more fluent, we can talk to each other, talk to our neighbours, shop assistants, public officials and our grandchildren. We don't feel isolated or embarrassed, more and more we can understand life in Australia.

We will try our best to show our appreciation by helping our children and grandchildren make Australia become better.

Once again, we thank you, thank you very much.

Nguyen Thanh Viet
Vietnamese student.

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SECTION A
Teachers' Notes

1. INTRODUCTION

"When people phone and I cannot speak to them because I haven't got the language, I hang up. I avoid my neighbours. I can say 'hello' and 'I am good' and then I run inside because I can't say anything more." This woman migrated from Greece to Australia 26 years ago. She had her first English lesson in 1997 as part of this project.

"When I came to Australia I cried because I was pregnant and did not know where to turn to. I am OK now. (26 years later) I know a bit of English but I cannot read or write." This woman is 63 years old. She migrated from Greece in 1971 and had her first English lesson in 1997 as part of this project.

This publication is the result of a project that investigated the need for English language classes for older migrants. It assumed that older migrants were interested in attending English language classes to improve their communication skills so that they can participate more fully in their local community.

The project objectives were to develop, deliver, evaluate and document a pilot English as a second language (ESL) program, benchmarking appropriate delivery options and curricula for older migrants. Following comprehensive action research and recruiting of students, three pilot English language classes were established and ran for 20 weeks, providing a total of 3,000 students contact hours. Different criteria were used for choosing students for each class and the results evaluated. A 'community development' approach with the help of interpreters was found to be the most effective for recruiting students and for assessing their needs.

The project brief was to prepare best practice models to inform curriculum development and future delivery, including appropriate procedures for assessing the learning needs of older people. Innovative and successful delivery strategies and curriculum were also trialled, resulting in a comprehensive selection of curriculum materials, which can easily be adapted for use by teachers of older migrants.

During the life of the project a workshop was held for ESL teachers interested in teaching older migrants. The resulting ideas for needs analysis, course design and successful curriculum topics are detailed.

The principal findings are that there is a real need for continuing provision of English language classes for older migrants, but there is no set curriculum which can be used for teaching all older migrants. To be effective, classes should be provided at least twice a week for two to three hours. The classes should be of twelve months duration or more. Older learners often have physical problems which can affect learning: memory loss, hearing and vision impairment as well as general ill-health. These must be taken into account by the teacher when designing a course. The priority for most older migrants is oral communication skills rather than reading and writing.

RATIONALE

In the 1996 Census of Population and Housing (Australian Bureau of Statistics, 1996) 75,506 people aged 55 or over, who spoke a language other than English at home, stated that they spoke English "not at all" or "not well" (58% of this group were female and 42% were male.)

The limitations imposed by poor English skills can influence an older migrant's experience of life in Australia. Communication between generations, community participation and access to information can be severely curtailed without adequate English language skills. This can result in isolation and dissatisfaction. For some, access to even the basic necessities such as health services and shopping for daily requirements is limited because of poor English. This highlights the importance of the provision of English language classes for older migrants.

Older migrants should not be thought of as a homogenous group with identical needs, and the issues which affect language provision and acquisition of English language skills for these people include family and social networks, length of time in Australia, socio-economic status and cultural and linguistic factors.

BACKGROUND

In August 1996, a consortium of service providers won the tender to develop an innovative project for providing English language programs to older migrants in Victoria. The consortium comprised: Fitzroy Learning Network, Collingwood Adult Multicultural Education Services (AMES), City of Yarra, Fitzroy Ethnic Communities Council, North Yarra Community Health and the Ethnic Communities Council of Victoria. They are all agencies in the City of Yarra that work with and support older people.

The project was funded by the Adult, Community and Further Education Board (ACFEB) for twelve months. The funding was for a full-time project officer and a part-time teacher. These tasks were shared by teachers from Collingwood Adult Multicultural Education Services (AMES).

The project brief was to:

- Select a target group of elderly people from diverse linguistic backgrounds with different needs and characteristics
- Define English language needs of the targeted group of elderly migrants
- Develop materials and curriculum
- Develop a delivery strategy for community-based delivery
- Pilot three English language programs for approximately thirty participants and for a total of 3000 student contact hours
- Evaluate the pilot phase
- Prepare documentation of 'best practice' models to inform curriculum development and future delivery
- Publish and specify strategies for the dissemination of the report.

The subsequent pilot program supported by the consortium was based on the following principles:

- It is worthwhile teaching English to older migrants,
- Older migrants are able and interested to learn English and related skills,
- Older migrants come with a different life perspective to learning, and
- Language learning encompasses social and living skills, and builds bridges between cultures.

Definition of Learning Outcomes

'Learning' relates to a lifelong process of personal and intellectual growth, increased confidence and a sense of self-esteem. 'Learning outcomes' refer to both increased language competency and related outcomes which contribute to the empowerment of the individual within society.

The study was based on the premise that there is a need for the development of flexible and responsive curricula and delivery options which will set an appropriate standard for supplying English as a second language programs for older migrants.

OBJECTIVES

The specific objectives of the project were:

- To develop methods for defining the language and social needs of elderly people who want to learn English
- To develop successful and innovative delivery strategies which meet the clients' needs
- To produce quality materials for the teaching of English as a second language to elderly people
- To report and disseminate this information in accessible and cost-effective forms for use by community-based providers
- To highlight the importance of quality provision and funding of English as a second language to elderly people
- To run workshops and seminars for practitioners and community providers involved in the provision of English as a second language for elderly people
- To produce documentation and reports about methodology, delivery strategies and materials in various forms so that the information is available to professionals, practitioners and the community in general, in language and formats which are easy to understand.

TARGET GROUPS

The project brief was to set up three pilot classes for older migrants from diverse language and cultural backgrounds. This raised the questions: What is the definition of 'older migrant'? Should specific ethnic groups be approached for expressions of interest in studying English? What would be the most effective way to recruit students?

Definitions

Older migrants spoken to in the early stages of the research indicated they objected to the term 'elderly'. This was promptly removed from the title of the project. 'Older' or 'elderly' can have different meanings depending on the cultural and personal beliefs of the individual. Generally, it refers to people over 60 years or of pensionable age. There are no hard and fast rules which can be applied to define 'aged' or 'older' or 'elderly' to everyone's agreement. As a guide for recruiting students, the steering committee decided that 50 years of age would be the minimum allowable for the older migrant category. However, it was agreed that anyone who considered themselves 'older' would be accepted. The ages of the students in the three pilot classes ranged between 52 and 75.

The terms 'migrant' and 'ethnic' include people born overseas and those identifying themselves as sharing the traditions and common origins of a particular background (Hawthorn Community Education Project 1987: 3).

Defining the Target Groups

The first stage of the project focussed on gathering information. This involved interviewing teachers and existing groups of students as well as contacting ethnic social clubs and community workers to investigate the learning needs of older migrants as well as ascertaining initial interest in attending classes. The eventual make-up of the classes resulted from the groups of people who showed interest in attending. The project officer did not set out to find people to fit into categories, but rather the categories were formed from the

individuals or groups of people who expressed interest in participating in the project and in learning English.

The majority of the students eventually recruited for the three classes belonged to existing ethno-specific social groups who were contacted personally by the Project Officer. She attended club meetings and explained the project using interpreters.

Group 1

Early on in the recruiting and research stage a large group of older ethnic-Chinese who belonged to an existing social club expressed interest in learning English together. They also wanted to conduct the classes in their club rooms. The steering committee agreed that this would be an excellent pilot group for the study. So the first class was made up of a single-language group of older migrants of mixed gender and mixed English language competency levels. The countries of origin were China, Vietnam, Hong Kong and Cambodia.

The Steering Committee then decided to conduct the other two classes with groups from diverse ethnic and language backgrounds. Previous research into recruiting students for classes for older migrants found that it is difficult to limit interviews to one or two nationalities because many people cannot be categorised exactly and many prospective students may be turned away (Hawthorn Community Education Project 1987: 3). Fortunately, we did not limit our scope in this way. Older migrants from any ethnic background who were interested and prepared to commit the time and energy needed in studying English for 6 months were welcome to apply.

Groups 2 and 3

When a large group of older Greek women expressed interest in attending classes, the second group began to form. The Steering Committee agreed that a single gender class for long-term residents (over 15 years in Australia) of language types different from Chinese – for example – a mixture of European languages would provide an excellent comparison with the single-language group class already formed. Other women from different European backgrounds were then canvassed with the aim of adding to the class.

In the process of recruiting women for the class, many men from European backgrounds expressed interest in attending classes. There were also quite a few people from East Timor, Vietnam, China and Hong Kong on a list of prospective students. So, the composition of the third group was decided: mixed gender, mixed language, and no limits on length of residence in Australia. This class was the easier of the two to fill.

It was hoped that as part of the project we would be able to help some frail and isolated older migrants to access community services and obtain assistance with English language problems, and that our classes would reflect the needs of these people. However, it was not easy to locate and contact isolated older people. A Greek woman contacted us after reading some publicity in the ethnic press. She was house-bound looking after her husband who has Alzheimer's Disease. So that she could attend classes, a day care worker was arranged through the council to stay with her husband. But a combination of worry about her husband, together with transport problems resulting in her being out later than expected, caused her to decide not to continue.

Rationale for the location of the classes

Geographically, the study was confined to the City of Yarra, an area covering twenty square kilometres and with a population of 65,148 (Australian Bureau of Statistics, Census 1996).

The City of Yarra is a vibrant, inner-city municipality of Melbourne where 37% of all residents come from language backgrounds other than English. The major countries of origin are Vietnam, Greece, Italy, Turkey, former Yugoslavia and East Timor. The major languages spoken at home are Greek, Vietnamese, Chinese languages, Italian and Turkish. The 1996 census revealed that the City of Yarra is one of the Victorian Local Government areas with a high number of residents aged 65 and over born in a non-English speaking country.

Another factor in limiting the geographical area of the study to this municipality was the offer of provision of transport to and from classes by the City of Yarra Council for the term of the project. Previous experience had shown that older migrants are more likely to attend functions and meetings if transport is offered. Transport did become a vital part of the project on which the regular attendance of a number of students depended.

2. THE PROJECT

THE FOUR STAGES OF THE PROJECT

Stage 1

Learning needs of older migrants – initial research

To conduct research into the learning needs of older migrants, recruit students and design and set up three pilot classes it was necessary firstly to become familiar with the various agencies and organisations providing services and language classes for people from diverse language and cultural backgrounds. An extensive literature search was also undertaken to help piece together the framework for the study and summarise previous research in this area.

The first task was to ascertain the learning needs of older migrants. This was undertaken in the initial stage of the project. The project officer contacted and interviewed teachers and providers of English language programs to older migrants. Students in their classes were also interviewed. She also spoke to older migrants in ethnic social groups not currently studying English. Community liaison officers and social workers representing particular ethnic groups in Victoria were also canvassed.

Recruiting of students for the pilot classes

At the same time as the initial interviews were conducted into older learners' needs, the project officer was seeking expressions of interest in attending the pilot classes. The project officer attended meetings of particular ethnic social clubs and, using the help of interpreters, discussed the aims and goals of the project, asked questions about the learning needs of older people, and asked for expressions of interest in attending the classes for six months. No venue had been decided upon at the time but transport to classes within the City of Yarra was offered to all participants. A list of prospective students was compiled. The project officer returned to the groups where people had indicated interest and, with the help of interpreters, conducted interviews to determine language level and learning needs. Most of the students for the three classes were recruited over the first 20 weeks of the project through the personal contact of the project officer. This was by far the most successful method of recruiting students.

Further students were enrolled as a result of newspaper publicity. The project was described in local, state and ethnic newspapers. Adult Migrant Education Services provided names of ex-students who might be interested in further classes and advertising through radio 3ZZZ ethnic programs resulted in a few more names for the list.

Students in Group 1

The first class (Group 1) was recruited during the initial action research in Stage 1 of the project. They were members of an existing social club: the Richmond Chinese Elderly Welfare Association, with club rooms located in Richmond. They expressed interest in learning English as a group and using their club rooms for classes. There were several advantages in having these people comprise the first pilot class - a venue was already available, no transport was necessary and there were enough students to conduct a class without the need for further recruiting. The prospective students were interviewed individually in order to assess their language level and learning needs and develop a curriculum. This class commenced in January 1997 and finished at the end of June 1997.

Stage 2

Students for Groups 2 and 3

Further recruitment of students and research into older learners' needs was conducted during the first school term of 1997 in order to select people for the final two pilot classes.

After the first class was finalised there was a list of 43 people who had indicated a willingness to attend classes. All the people on the list who had indicated interest were then contacted by telephone to be certain of their commitment to attending classes and to organise interviews if necessary. It then became apparent that many of the people who had initially indicated interest would not be able to attend for various reasons such as health, health of spouse, finding other classes, travel overseas and other family commitments and changed circumstances. Only 14 people from the original list were still interested.
More social clubs and community groups were contacted and a new list of 40 people who had confirmed their interest was drawn up. These people were all interviewed and given information about the classes. They were grouped into classes by gender and language level. The final 2 groups of prospective students were then contacted again by letter, with details of class times and transport information.

However, on the first day of classes there were only 13 students who attended the Group 2 class and 5 who attended the Group 3. These attendance figures changed constantly in the first few weeks with people leaving the classes and new students commencing. Group 2 settled down with a core of 12 and Group 3 had a core number of 11 students. We discovered that the community development approach, which involves personal contact initially and regular telephone contact if students are absent, was most effective in recruiting and retaining students, although it is a lengthy process.

Stage 3

Curriculum design and innovative delivery strategies were the focus at this stage of the project. These are discussed fully below.

Classes for Groups 2 and 3 commenced on 29th April, 1997 and continued successfully until 19th September, 1997. During term 2 (April to June, 1997) the three classes were being conducted at the same time. The students of all three pilot classes made it clear that they had enjoyed them and were unhappy to see them finish at the end of the project.

Stage 4

The focus in stage 4 was on evaluation of the project outcomes, conducting a workshop to report on the project, refining the curriculum materials to be included in this report, and gathering of data and writing, to produce the report. Two classes were also still being conducted during stage 4. Group 1 finished on 29th June, 1997 after twenty weeks. Groups 2 and 3 continued until the end of the project.

During the final stage of the project a workshop was organised and conducted for teachers and providers of English as a second language to older migrants, to act as a forum for ideas and to report on the project. It was very successful, with an attendance of 25 teachers.

The project was officially closed by the Hon. Phil Honeywood on 19th September, 1997 at a ceremony for the students at the Fitzroy Town Hall. The students were awarded certificates by the Minister and were pleased to be the centre of so much attention.

Initial Research

Action research in the form of interviews was undertaken in Stage 1 of the project to investigate the learning needs of older migrants and learn what English language programs were currently being offered to this group of people.

Interviews were conducted with teachers and community providers of ESL (English as a second language) classes to older migrants as well as older students. The interviews were conducted at the class venues.

The responses shaped the direction of the curriculum development and the classroom design as well as the frequency and length of the pilot classes.

Interviews with Teachers and Staff Of Community Providers

The principal responses from teachers are set out below. The rating system used is:
✔✔✔ teachers considered this to be most important.
✔✔ teachers considered this to be very important.
✔ teachers still considered this to be important.

Needs of Older Learners

The needs of older learners differ depending on language level, literacy level, level of education in their own country and length of residence in Australia. Long-term residents have different learning/language needs from those of new arrivals.

Issue:	Importance:
greatest need is practice in talking – conversation, speaking practice	✔✔✔
older learners need a slow pace	✔✔✔
older learners are resistant to accredited courses and their requirements	✔✔
learning to write is not important	✔✔
older learners need help with pronunciation	✔✔
routine is important	✔✔
staff turnover is a problem – older learners need security and familiarity	✔✔
older learners need ritual - when new content and structure is introduced, they often react adversely	✔
learners need to have a clear understanding of what they will learn	✔
older learners have a high standard of insight into their learning needs	✔
teachers should use a range of linking activities – teach micro skills	✔
learners should leave class with a sense of completion	✔
need practice in the classroom and time to revise at home	✔
older students need time to rest between activities	✔
need to be stimulated	✔
clear, uncluttered materials – nothing abstract	✔
excursions need to be made an explicit part of the course	✔
it is valuable to make time for older learners time to speak their own language in class	✔
bilingual assistance is important and increases success	✔
childcare should be available	✔

Outcomes of English classes

Issue:	Importance:
social outcomes are as important as language outcomes	✔✔

Recommended Class Size and Frequency

Older migrants often have an already busy life, with family and social commitments. Poor health often requires frequent visits to doctors or hospitals. For these reasons older migrants may not be able to commit themselves to regular class attendance, which would provide them with optimum learning outcomes.

Issue:	Importance:
mixed language groups are preferred to single language groups, as they help promote multi-culturalism	✔✔
older learners prefer mornings	✔✔
attendance of 10 students is a good class size	✔✔
more frequent classes are preferred - 3 hours twice a week is good but 2 hours three times a week is better	✔✔
classes should not be held on consecutive days	✔✔

Classrooms for older learners should:

Issue:	Importance:
be physically comfortable. This is very important	✔✔
be uncluttered and provide adequate space for the students to move around	✔
have good lighting	✔
have good acoustics	✔

Problems which contribute to learning difficulties and poor attendance

Issue:	Importance:
maintaining concentration is difficult	✔✔
absorption of new material takes longer	✔
memory impairment hinders learning	✔
impaired hearing and vision	✔
listening skills deteriorate	✔
fitness and energy levels are low	✔
poor health affects motivation and attitude	✔
absences because of illness mean loss of past learning gains	✔
family commitments contribute to absences	✔
childcare responsibilities	✔
absences due to students going away for holidays	✔
not all students are committed to attend more than one class a week	✔

Benefits for older learners in attending English classes

Issue:	Importance:
good for health	✔
get out and get some exercise	✔
keeps the brain working	✔
they can learn something new	✔

Topics which were successful

banking	transport
telephoning	learners' previous occupations
hobbies	local news
grandchildren	family
celebrations	medical/hospital topics
form filling	bills
pensions	practical everyday tasks
social situations	Parliament (excursion successful)
Courts in Australia – magistrates, family, district etc.	reading the newspaper – learning to 'crack the code' (higher level)
food – students do research	history
reading children's books so can read to grandchildren	photos
door knockers – what to say	controversial and topical subjects often successful
depends on education and interests – some want grammar	assertive phrases, for example: "Please speak slowly."

Excursions

Issue:	Importance:
are not always successful – research should be done by the teacher beforehand	✔
students often cannot attend because they are busy	✔
mobility problems can limit enjoyment or attendance	✔
excursions are useful for community awareness	✔

INTERVIEWS WITH CURRENT OLDER LEARNERS

"*Learning keeps you young.*"

The students were asked questions to determine their feelings about teachers, excursions, what older learners need to learn and problems for older learners. The responses are set out below in order of importance.

The rating system used is:
✔✔✔ older learners considered this to be most important.
✔✔ older learners considered this to be very important.
✔ older learners still considered this to be important.

Older learners need to learn

speaking and listening is most important – reading and writing later	✔✔✔
writing is not so important	✔✔✔
understanding what people say is most important	✔✔✔
language for speaking to the doctor and hospital – explaining symptoms – interpreters not satisfactory	✔✔✔
pronunciation	✔✔
alphabet	✔✔
spelling	✔✔
how to use and understand idioms	✔✔
how to understand English speakers	✔✔
how to use and understand idioms	✔✔
to have the confidence to take risks	✔✔
understand newspapers	✔✔
vocabulary	✔
how to reply when someone speaks to you	✔
how to improve listening skills	✔
polite answers	✔
everyday conversation	✔
how to read documents	✔
language for shopping	✔
using the telephone	✔
conversation based on different topics	✔
how to communicate in the street	✔
how to communicate with social security	✔
how to express yourself	✔
not too much focus on grammar or will be afraid to speak	✔
how to answer the door	✔
numbers	✔
casual conversation	✔

Ideal class

maximum of ten students in a class – otherwise it is too difficult to hear and concentrate	✔✔✔
mixed language groups are OK	✔✔
mixed language groups are not good – difficult to understand accents	✔✔
two hour classes twice a week are better	✔✔
three days a week would be better for memory	✔
two and a half hours a week are not enough – forget lessons	✔
three hours a week is not enough	✔
10 students in a class gives everyone a chance to speak and time to think	✔
mornings are best for concentration	✔
afternoons are good because of home commitments	✔
bilingual assistance in the class is very important	✔

Barriers to learning for older people

memory is slow – become forgetful	✔✔✔
hearing is poor	✔✔✔
older learners believe they cannot learn	✔✔✔
not well educated – no learning strategies	✔✔
it's too late to learn	✔
can reach a certain standard but cannot get any further	✔
it takes longer to remember things	✔
cannot listen to a long sequence of numbers and remember them	✔
deafness/hearing aid – a problem on the telephone	✔
everything is slower – it takes longer to do anything	✔
vision is poor	✔
do not use English enough	✔
listening to the radio is difficult – too many idioms	✔
illiteracy in first language	✔
in the class the teacher speaks slowly but outside people speak fast	✔
change – older learners like to have the same teacher	✔

A good teacher:

is patient	✔✔
speaks slowly and clearly	✔✔
writes clearly	✔✔
pitches language at students' current level	✔
teaches learning strategies	✔
explains clearly	✔
is encouraging	✔
is friendly	✔
is understanding	✔
is well prepared	✔
explains words and idioms	✔
presents well	✔
is able to teach	✔
has a good general knowledge of English	✔
writes down what she/he says so students can copy and practice at home	✔
provides a cassette to aid memory	✔

Topics which older learners are interested in

managing disputes	✔✔
conversation	✔✔
form filling – Medicare, social security, hospital	✔✔
telephone – making appointments	✔
newspapers and current affairs	✔
shopping	✔
medicine – reading labels and understanding instructions	✔
doctors – diagnosis, describing symptoms	✔
dentists – vocabulary, dialogues	✔
news programs – taped on video to discuss in class	✔
how to get around in Australia	✔
how to get along with people	✔
current affairs	✔
what to say when you can't understand someone	✔

Excursions

good - for practicing language	✔✔
three per year is a good number	✔
need information about the excursion before they go. This makes it more interesting	✔
tiring – classroom preferable	✔
useful – one a term is good	✔
good – but necessary for English	✔
good – but preparation and follow up important	✔

Note: The older learners agree with the teachers in many areas, especially about class sizes and frequency.

WORKSHOP FOR PROVIDERS

As part of the project a workshop was held for teachers and coordinators of classes for older migrants. The workshop reported on the project's progress, ideas on curriculum development, needs analysis, teaching resources and techniques. Representatives and teachers from community centres, neighbourhood houses, libraries, AMES, home tutor programmes, resource centres and the Council of Adult Education attended.

The participants were asked to fill in a questionnaire about their teaching experiences which revealed the following:

- The main focus in teaching older migrants should be speaking and listening
- The positive benefits students gained from attending English classes were increased confidence and more interest in the social environment
- Most teachers use a combination of techniques to find their student's needs, e.g. initial interview and class discussion. None of the teachers used formal surveys
- The most common problem teachers found when teaching older migrants was the student's poor retention and poor class attendance due to health reasons
- Teachers also gain from teaching older migrants, the most commonly stated benefit being learning about the older learner's rich life experiences
- Teachers and providers want more professional development workshops in the area of teaching older migrants. They want the professional development to focus on topics that are successful in teaching older learners and suitable teaching and learning resources
- Funding is needed to provide classes for older migrants. They should be given an equal opportunity as they are part of the community and want to contribute.

3. CLASS PROFILES

GROUP 1

The ASLPR level of the class was 0+ to 1+ (beginner to intermediate General English). The class met twice a week for two and a half hourly morning sessions. The students all spoke Cantonese. They were all members of the Richmond Chinese Elderly Welfare Association. This is a social group that organises activities and meetings for its members. The English classes were held at the community centre of the Richmond Chinese Elderly Welfare Association. Although the venue was large and had some acoustic problems the students felt comfortable and were used to the surroundings. The total number of students enrolled was 17.

The teacher focussed this study on the core 14 students who were present throughout the course.

Reason for Studying English.

All students stated they needed to learn English to help them communicate in daily life. It became apparent after interviewing the students and was later confirmed by a needs analysis that the students wanted to focus on conversation, listening ("street English") and pronunciation. They needed to develop confidence in their ability to be understood when they speak in English and they needed to have the opportunity to speak in English in the classroom situation.

The teacher developed a program, adopting a thematic approach which would incorporate their needs. The theme chosen was "Health". This theme was chosen as some students had mentioned they had problems understanding health carers and they were not confident to speak on the phone. It was felt that this theme would be relevant to older students, who were very conscious of their health and were frequent users of health facilities. Grellet, Maley and Wesley (1982: 4) in introducing their book, which is based on the thematic approach, write, *Unless learners can be involved in activities which have meaning and interest for them, and which they can invest something of themselves, the foreign language becomes just another body of language to be acquired.*

Demographics

Age:

Age:	Number of students:
55-60	1
60-65	1
65-70	8
70-75	3
75-80	1

Gender:

Male	Female
9	5

Country of Birth:

Country:	Number of students:
China	5
Vietnam	6
Hong Kong	2
Cambodia	1

Length of Residence in Australia:

Years:	Number of students:
17 years	3
13 years	2
12 years	1
11 years	1
10 years	1
9 years	2
6 years	2
5 years	1
3 years	1

Previous English Classes:

AMES	7
Community centre	4
Evening school	3
none	1

Note: Some students took more than one course.

GROUP 2

The ASLPR (Australian Second Language Proficiency Rating) level of the class was 0 to 1+ for listening and speaking (Beginners to Intermediate General English) and mostly ASLPR 0 in reading and writing.

The class met twice a week for two-and-a-half hourly morning sessions. The students were from different ethnic origins and English was the only common language. The classes were held at an AMES Centre in Fitzroy. The teacher focussed this study on the core 12 students who were present throughout the study.

Reason for Studying English

Students had a variety of reasons for studying English, ranging from wanting to improve their communication skills and understanding Australian culture, to getting a job. As with group 1, the students wanted to focus on conversation, listening ("street English") and some writing. They needed to develop confidence in their ability to be understood when speaking English and to have the opportunity to speak English in a non-threatening environment.

With this in mind, the teacher followed the curriculum developed for the first group, modifying activities according to the students' needs.

Demographics

Age:

Age:	Number of students:
50-55	1
55-60	3
60-65	3
65-70	1
70-75	2

Gender:

Male	Female
7	5

Country of Birth:

Country:	Number of students:
Vietnam	2
Timor	4
Chile	2
Italy	1
Former Yugoslavia	1
China	1
Egypt	1

Length of Residence in Australia:

Years:	Number of students:
46 years	1
30 years	2
22 years	1
15 years	1
14 years	1
12 years	1
10 years	1
11 years	1
9 years	1
1 year	2

Previous English Classes:

AMES	5
Community Centre	1
CAE	1 (6 months)
None	2
Hostel	1 (3 months on arrival)

GROUP 3

The participants in this class were all women, and were long-term residents from European language backgrounds. The ASLPR level of the students ranged between 0 to 1+ (in speaking and listening) and 0 to 0+/1- (in reading and writing).

The class met twice a week for two-and-a-half hourly sessions, with one morning and one afternoon session. The classes were held in a classroom of the Fitzroy Learning Network (a Neighbourhood House).

Altogether, 21 students attended the class for at least one lesson. This profile will focus on the core of 10 students who attended regularly.

Reason for Studying English

All of the participants said they wanted to learn English to help them communicate. Mostly they felt a general lack of confidence and frustration when speaking with Australian people: neighbours, shopkeepers etc. The students, as a group, wanted to focus on speaking and listening to improve their oral communication. They wanted to learn what to say in particular situations, for example to neighbours, when opening the door or on the telephone, and how to improve their ability to be understood and to practise in an environment where it was safe to make mistakes.

The teacher initially followed the curriculum which had been designed for the first group but had to modify this greatly because of the very low literacy level in the class.

Demographics

Age:

Age:	Number of students:
50-55	2
55-60	2
60-65	5
65-70	1

Gender:

Male	Female
0	10

Country of Birth:

Country:	Number of students:
Italy	3
Greece	4
Uruguay	1
Turkey	2

Length of Residence in Australia :

Years:	Number of students:
44 years	1
37 years	1
35 years	2
33 years	2
27 years	1
26 years	2
20 years	1

Previous English Classes:

AMES	0
Neighbourhood House	5 (from 6 days, 3 months to 1 year)
No previous English classes	5

4. COURSE DESIGN

DESIGNING THE COURSE

Age itself is only one factor which may affect the ability of a student to acquire a new language (Byrne 1985: 7)

The following factors are important when designing a course for older migrants:

- Students need to feel comfortable. Provide tea and coffee during a twenty minute break in the lesson. The room should be well lit, warm, have good acoustics and be accessible.

- Teachers must select English that the students want to learn (see *Needs Analysis* below).

- Success has to be demonstrably achieved. *The teacher has to have realistic expectations of the group and the course needs to be paced accordingly.*(Byrne 1985: 21) As Maree Green states, *The student is more concerned with avoiding failure than achieving success.*(Green 1987: 6)

- Students should be taught in a spiral form rather than in a linear form. Work is constantly being revised as well as new concepts being taught. In a general classroom, the teacher usually builds on a subject starting from the basics, slowly moving to the more complex, with the student controlling the revision. With older learners, recycling becomes part of the course design and must be incorporated into the teaching technique.

- Revision plays an important part in classes for older students. The use of cassettes for revision at home is particularly effective.

- Students need more exposure time to all visual and aural stimuli. They need large clear writing. Blue and black white board markers should be used, not red or green which are hard to see. Worksheets must be in large print and preferably done on computer. Photocopies should be enlarged for better clarity.

  By age 65+ over half of all men and one third of all women suffer significant hearing loss. (Carter 1985: 38)

  The lens loses its ability to focus. Because of this most individuals need glasses or bifocals by age 55. (Carter 1983: 39)

- Teachers must be flexible in their approach and draw on the students' life experiences. *Unless learners can be involved in activities which have meaning and interest for them, and in which they can invest something of themselves, the foreign language becomes just another body of language to be acquired.* (Grellet, Maley & Wesley 1982: 4)

- The class needs to be in a supportive environment that helps reduce anxiety. *Anxiety can result from embarrassment, or feeling demoralised in front of others, perhaps due to comparing themselves with others or finding themselves discriminated against.* (Green 1987: 6)

- The teacher should promote classes that encourage friendliness and class cohesion, which will in turn reduce anxiety levels and motivate communication.

- Older adults have strategies for learning that they have been using for more than half a century, and it is therefore important for the teacher to convey why certain techniques are

used. It is also important to slowly introduce new teaching techniques so the students do not feel alienated, anxious or confused.

- Students are generally not used to the communicative approach to teaching and so it may take time to get them used to moving around a classroom, sitting in groups and talking.

- It should go without saying that the teacher needs to be aware of cultural differences and sensitive to students' reactions.

- The teacher has to be aware of the literacy skills of the students in their first language and the extent to which the first language differs in written structures and pronunciation rules from English. (*Counting on Diversity*: 7)

- Older learners are often absent due to health or family commitments. The teacher has to design a course around this problem and must be aware that older learners often have busy lives and are relied upon by their children for support.

- The course that is finally decided upon should be flexible. *Programs that are most effective in meeting learner needs access and reassess learner interests, experiment with a variety of materials and activities and adjust curriculum as participants' needs and goals evolve.* (Weinstein 1993: 10)

Needs Analysis

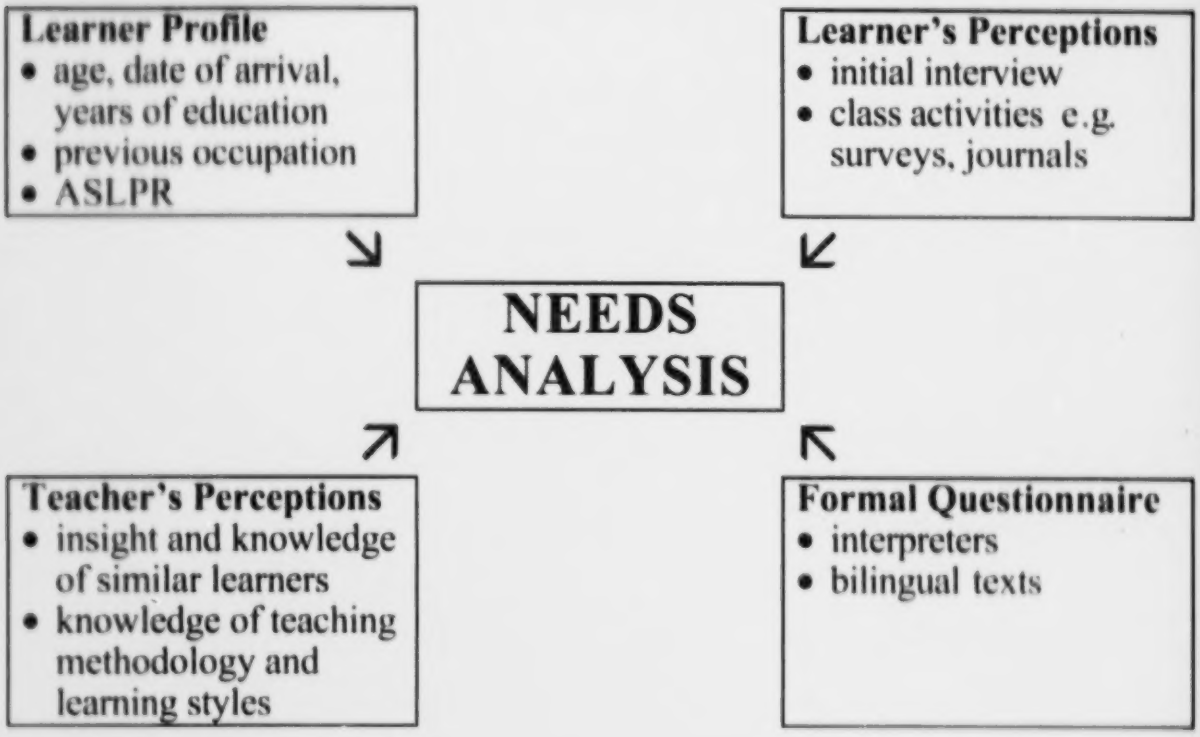
In order to develop a relevant curriculum it was necessary to undertake a comprehensive needs analysis.

Depending on the needs articulated by learners, programs may have any number of foci, such as practical problems of everyday living (e.g. reading medicine labels, comparison shopping) or leisure activities (e.g. conversation, reading stories or news articles). (Weinstein: 10)

On this project a questionnaire was developed to assess learner needs, which was completed by the students with the help of interpreters. The information gleaned from the initial interview and student profiles was used to design a course.

We would recommend having interpreters to help in this process. However, in normal circumstances only one initial interview which incorporates questions about students' needs is necessary (see Appendix III). This is to avoid duplication of information, cost and time.

The chart outlines a framework which can be used to find students' needs.



Learner Profile

Teachers are usually given a profile of their students, which includes English language proficiency (the learner's level of English in speaking, listening, reading and writing usually assessed from the ASLPR), age, previous occupation and education, date of arrival in Australia, etc. Normally, this information is gathered by a teacher at an initial interview with a learner.

From the profile, a teacher might assume that a student who is 65 years old, had six years of schooling in country of origin, has been in Australia for 15 years and whose English language level has been assessed as speaking ASLPR 1 and writing skills at ASLPR 0+, might want to focus on literacy. This may change completely once you have met the student and spent some time with him/her and found other variables that effect their needs.

Teacher's Perceptions

Previous experience with older learners and an understanding of their learning styles and teaching methodology can help ascertain the student's needs. Sometimes teachers are given information from previous teachers which is most helpful in seeing what the focus of their learning was and where their strengths and weaknesses lie.

Learner's Perceptions

The initial interview gives the teacher an opportunity to gain some knowledge of the student's needs. *Socialising informally over a cup of tea is often the easiest way to identify interests.* (Hawthorn 1987: 14). This is most successful if there is a bilingual aide or interpreter helping.

Other Methods

Other methods of finding your student's needs are:

1. Pictures

Using pictures of different situations (e.g. at a bank, doctor's surgery, bus stop). The learner either points to those things he/she wants to learn about, or he/she writes preferences from most important to least important. *Teaching How to Learn* (Willing 1989) has some good examples.

2. Communication Wheel.

The teacher draws a circle. On the outside are different communication situations that the student may encounter (e.g. hospital, shopping, public transport, banking). These situations can be in picture or written form depending on the level of the class. Students draw an arrow to those topics they want to practice or learn.

3. Suggestion of needs

Often learners do not know what they want to learn.
People often have to become aware of a gap between what is known and unknown, in order to be able to express their educational requirements. (Hawthorn 1997: 18)

It is prudent to have a few ideas or topics that you know are usually a success as a backup if unsure of the students' needs. Such a list was compiled at a workshop that we held at the Fitzroy Learning Network.

News:
- current affairs
- community news

Interclass or school activities:
- students are able to meet other people of similar age from different areas and communities.
- pen friends
- morning tea/ afternoon tea

Guest speaker:
- invite local community people to talk to class. Have morning tea together. People such as chemist, shopkeeper, health centre.

History of Australia through food:
- trace the history of Australia through food. Start with the indigenous people and bush tucker, first fleet, settlers to today. Students bring food from their countries and write the recipes

Countries:
- students talk about their countries
- biographies - students talk about someone famous in their country, past or present.

TEACHING IDEAS AND RESOURCES

We wish to acknowledge the ideas for innovative delivery strategies which were gathered from the action research and discussions with colleagues. Some of the techniques used with Group 3 were a result of the teacher's own area of interest and training. These techniques are not new, as they have been successfully used in classes around the world. It cannot be said that they are usually used in ESL classes, so in that sense they could perhaps be seen as innovative. We do not claim that anything we did in these pilot classes has not been done before in other English language classes.

Groups 1 and 2 were involved in a community project with a local high school where year 10 students came to the classes for conversation and discussions with the older students. This addressed the "generation gap" issue and gave both the older learners and the high school students an insight into the lives of the each other. It was a very rewarding experience for everyone concerned. The high school students also were involved in a radio broadcast interview of the older students and their teacher. This was a great success and enjoyed by everyone. It was particularly successful for the older participants to have their life experiences valued in this way.

These older students also were involved in visits to a local primary school, which gave them an experience of the school environment experienced by their grandchildren in Australia and a comparison with their own education experiences. It was a rewarding experience for all concerned.

The concern about short-term memory loss was the focus of the delivery strategies designed for Group 3. A combination of accelerated learning techniques, incorporating the continuous playing of music during the classes; the use of only brightly coloured pens for any writing; provision of flowers in the classroom for atmosphere; and Brain Gym * (a form of Kinesiology) exercises which assist people with learning difficulties was employed to increase the students' chances of remembering the lessons. The students were also given their own cassettes, with new language added each week.

The accelerated learning techniques were felt to be effective by the learners, who stated that Brain Gym exercises helped them to remember and that the classroom was very comfortable, "just like being at home". All students had the benefit of the classroom activities. However, the students who practised at home and reviewed their dialogues and vocabulary on the cassettes improved markedly more than those who did not. The cassettes are very effective in aiding memory and practising new language if students will take the time to use them.

We wish to acknowledge that there is a huge range of excellent materials already published, which can be used or adapted for use with older learners. The teachers did not set out to "reinvent the wheel", and quite a lot of the materials used were found in existing publications. A listing of some of these publications is in the bibliography.

The teaching materials and strategies which were used with the three classes are included in the following sections with detailed information about how they were used, together with comments on their effectiveness.

The comments in the Teacher's Evaluations in the Teaching Materials section are often written in the first person. This informal style was maintained to simulate an authentic discussion between colleagues.

5. COURSE OUTLINE

UNIT 1. SOCIALISING

Activity	English focus
Activity 1 Introduction	Speaking and listening Introductions
Activity 2 Find someone who.....?	Speaking and listening Asking question: Do you.....?
Activity 3 Getting to know each other	Speaking and listening Personal information questions Structure of dialogue Cross-cultural differences
Activity 4 Personal information	Speaking and listening Personal information questions
Activity 5 The students in my English class	Reading , writing, listening Countries Nationalities Contractions: I'm, he's, she's, we're, they're

UNIT 2. HEALTH

Activity	English Focus
Activity 1 External and Internal parts of the body	Speaking, listening and reading Pronunciation Vocabulary: parts of the body
Activity 2 What's the matter with you?	Speaking, listening, reading and writing Vocabulary: types of illnesses Pronunciation Asking question: How do you feel?
Activity 3 Making an appointment	Speaking and listening Conversation structure Role play
Activity 4 Ring 000	Speaking and listening Role play
Activity 5 Survey	Speaking, listening, reading and writing Asking questions: personal detail Answering questions: giving personal details name, address, age.....
Activity 6 Form filling	Reading and writing Form filling: personal information
Activity 7 Excursion to hospital	Speaking, listening, reading and writing
Activity 8 Medical equipment	Speaking, listening, reading and writing Vocabulary: medical equipment bandage, tablets, ointment..... Pronunciation Memory game
Activity 9 Mime	Speaking Vocabulary: illnesses
Activity 10 At the doctor's	Speaking, listening, reading and writing Conversation structure: between doctor and patient
Activity 11 Role play: Doctor and patient	Reading, writing, speaking and listening Form filling Role play
Activity 12 Play: Dr. Panadol	Reading, speaking and listening Expression Pronunciation Conversation structure: between doctor and patient

Activity	English Focus
Activity 13 Role play	Speaking, listening and reading Role play: speaking on the telephone Making an appointment / changing an appointment / ring 000
Activity 14 At the dentist	Speaking, listening, reading and writing Vocabulary Pronunciation Conversation structure: dentist and patient Cross cultural differences
Activity 15 Excursion to Children's Museum	Speaking, listening, reading and writing
Activity 16 Guest speaker	Speaking and listening
Activity 17 Fruit	Speaking, listening, reading and writing Vocabulary: fruit Pronunciation Likes and dislikes
Activity 18 Vegetables	Speaking, listening, reading and writing Vocabulary: vegetables/cooking methods peel, grate, shred ..... Pronunciation Likes and dislikes
Activity 19 Meat, Seafood, poultry	Speaking, listening, reading and writing Vocabulary: different types and cuts of meat, seafood and poultry Pronunciation Cultural differences
Activity 20 Food Preparation	Speaking, listening, reading and writing Vocabulary: different ways of cooking Find someone who ..... Question: Do you .....?
Activity 21 How healthy are you?	Reading and writing 'Wh' questions.
Activity 22 Services and Opportunities	Speaking, listening, reading and writing

UNIT 3. REMINISCING

Activity	English focus
Activity 1 School community programme	Speaking and listening General conversation
Activity 2 About Me	Speaking, listening, reading and writing Descriptive words: tall, brown, thin 'Wh' questions Cloze activity
Activity 3 Family	Speaking, listening, reading and writing Vocabulary: family members, son, brother, mother ..... Pronunciation Family tree How many _____ have you got? 'Wh' questions.
Activity 4 My classmate	Speaking, listening, reading and writing 'Wh' questions
Activity 5 Timeline	Speaking, listening, reading and writing Past tense: I was born ..... I started .....
Activity 6 My life	Listening, reading and writing
Activity 7 School	Speaking, listening, reading and writing Vocabulary: school facilities Pronunciation Differences and similarities Advantages and disadvantages Maths functions
Activity 8 Leisure time	Speaking, listening, reading and writing
Activity 9 Wedding	Speaking, listening, reading and writing Cultural differences Differences and similarities Reading comprehension Opinion
Activity 10 Radio 3ZZZ	Speaking and listening

UNIT 4. COMMUNITY SERVICES

Activity	English focus
Activity 1 Learning student's names	Speaking and listening Asking question: What's your name? Answering question: My name is .....
Activity 2 Chant	Speaking and listening Dialogue practice
Activity 3 Country of origin	Speaking and listening Question and answer: Where do you come from? I come from .....
Activity 4 Alphabet Concentration	Recognition of letters of the alphabet
Activity 5 Likes and dislikes	Speaking, listening, reading and writing Asking question: Do you like .....? Yes/no answers
Activity 6 Clothing	Speaking, listening, reading and writing Vocabulary: clothing Sentence structure: ..... is wearing ..... Question: What is ..... wearing today?
Activity 7 Parts of the body	Speaking, listening, reading and writing Vocabulary: parts of the body: arm, leg, eye, ... Question: What's this?
Activity 8 What's the matter?	Speaking, listening, reading and writing Vocabulary: type of illnesses Pronunciation Asking Question - What's the matter?
Activity 9 Visit to the Doctor	Reading
Activity 10 Making an appointment	Speaking and listening Role play
Activity 11 Dialogues for telephone	Speaking and listening Role play
Activity 12 Picture Bingo - Parts of the body and symptoms	Reading Vocabulary recognition
Activity 13 Spelling	Reading and writing Letter recognition
Activity 14 Banking	Speaking, listening, reading and writing Days, dates, months Numbers - written, digits, bank forms
Activity 15 Taking a message on the telephone	Speaking, listening, reading and writing Dialogue practice Role play

UNIT 5. MISCELLANEOUS TOPICS

Activity	English focus
Activity 1 Phoning when absent from school Leaving a message on an answering machine Phoning the teacher	Speaking, listening, reading and writing Role play Dialogue structure
Activity 2 Conversation cards	Speaking, listening, reading General conversation
Activity 3 Alphabet	Speaking, listening, reading and writing Pronunciation Letter recognition
Activity 4 Visit to the local library	Speaking, listening, reading, writing

SECTION B
Teaching Materials

UNIT 1 SOCIALISING

The goal of this unit was to set a supportive, non-threatening learning environment, and provide a relaxed atmosphere offering coffee and tea and a snack.

All students were given name tags.

Students automatically sat in a formal manner, ready with pen and paper in hand. They were not interested in informal "chatting", they wanted the teacher to teach. The teacher compromised and set up a dialogue (Activity 1) which started in a formal manner and ended in a more communicative approach.

This unit aimed to make the students feel more comfortable with a communicative approach to learning and at the same time retain some formal teacher based learning so the students did not feel alienated. As Anne Byrne states (1985: 21), *it is important for the teacher to convey why certain techniques are used. Elderly students of any level will most probably have been used to a different kind of classroom and teaching approach.*

The dialogues (Activity 3) were to build the students' confidence in speaking and in being understood. *Important, too, is the emphasis on communication rather than language. The goal of communication must not be confused with an ability to use the language with accuracy or fluency. If the correct form is not attained but the message is understood, and this is felt to be a reasonable achievement for the student, language in single words or phrases should be acceptable.* (Green 1987: 5)

The acquisition of skills in speaking and understanding English will, of course, reduce isolation. Migrants are the better able to deal with other migrants and with the Australians with whom they have contact. (Byrne 1985:9)

The students had arranged the tables in a long rectangle with three trestle tables joined end-to-end. The teacher was placed at the head of the table close to a white board. Because of the nature of the furniture she could not make small groupings of tables which was her preference, instead she made a square shape with all the students facing each other, which was more conducive to conversation.

ACTIVITY 1

Introductions

Students sit in circle.

Person *A* throws a ball to person *B* and says dialogue. Person *B* responds then throws the ball to person *C* and introduces person *A*. Start again.

A Hello I'm _____ . What's your name?

B I'm _____ . I'm pleased to meet you.

Introduce partner to class.

This is _____ .

Students paired off to practise dialogue and introduce partner to class.

Teacher's Evaluation

Students were apprehensive at first but seemed to gain confidence as the activity progressed.

ACTIVITY 2 WORKSHEET

Find someone who:

Give one copy to each student and ask them to find someone who . . .

1 _____ speaks Vietnamese.

2 _____ lives in Richmond.

3 _____ plays tennis.

4 _____ dances the Cha Cha.

5 _____ comes from Cambodia.

6 _____ can drive a car.

7 _____ has a birthday in summer.

8 _____ has 4 children.

9 _____ has been in Australia for 12 years.

10 _____ is over 40.

ACTIVITY 3

Getting to know each other

Listen to dialogue adapted from *Themes Dialogues and Exercises*.

Segment dialogue into sections:

Greetings.

Where do you come from?

How long have you been in Australia?

Where do you live?

Are you learning English?

Is English difficult for you?

Are you married?

Do you like Australia?

Goodbye.

Have students act out the dialogue using their names and answering their questions.

Can discuss cross-cultural differences in greetings and closing of conversations, types of questions that can be asked, eye contact and acceptable body language.

Teacher's Evaluation

Some students found this activity easy and so the teacher matched them up with the weaker students for the role play.
Listening exercises do not create stress and can be controlled by stopping or replaying the tape or video, and they vary from those which do not require an oral response to those for which only repetition is required (Green 1987: 6).

ACTIVITY 3 TRANSCRIPT

Getting to know each other

Bill: Hello, Kim, how are you?

Kim: Fine, thanks and how are you?

Bill: Very well thanks Kim. This is my wife Mary.

Mary: Pleased to meet you.

Kim: Pleased to meet you.

Mary: Where do you come from Kim?

Kim: I come from Cambodia.

Mary: How long have you been in Australia?

Kim: About a month.

Mary: And where do you live?

Kim: I live in Richmond. I'm renting a small flat there.

Mary: Are you learning English?

Kim: Yes I go to English classes at Collingwood every day.

Mary: That's good. Is English difficult for you?

Kim: Yes, it is!

Mary: Are you married?

Kim: Yes, I am. I've got three children.

Mary: And do you like Australia?

Kim: Yes, I do. I like going to the beach in summer with my family.

Mary: That's good. Can you swim Kim?

Kim: Yes I can, but my daughter can't.

Bill: Well, Kim, we'd better go now. Nice seeing you. Good-bye!

Kim: Nice meeting you, Mary, good-bye.

Mary: Good-bye.

ACTIVITY 3 WORKSHEET

Getting to know each other

Choose the correct words to complete the sentences.

I go to English classes at Collingwood	I live in Richmond. I'm renting a small flat there.
About a month	Pleased to meet you
wife	Fine, thanks and how are you?
Kim	Yes, it is!
Pleased to meet you	Nice seeing you
I come from Cambodia.	Yes, I do.
Nice meeting you	Yes, I am . . . three children

Socialising Transcript

Bill: Hello, _____ , how are you?

Kim: _____ , _____?

Bill: Very well, thanks, Kim. This is my _____ Mary.

Mary: _____.

Kim: Pleased to meet you.

Mary: Where do you come from Kim?

Kim: _____ .

Mary: How long have you been in Australia?

Kim: _____ .

Mary: And where do you live?

Kim: _____ . _____ .

Mary: Are you learning English?

Kim: Yes _____ every day.

Mary: That's good. Is English difficult for you?

Kim: _____ !

Mary: Are you married?

Kim: _____ . I've got _____ .

Mary: And do you like Australia?

Kim: _____ . I like going to the beach in summer with my family.

Mary: That's good. Can you swim Kim?

Kim: Yes I can, but my daughter can't.

Bill: Well, Kim, we'd better go now.

_____ . Good-bye!

Kim: _____ , Mary, good-bye.

Mary: Good-bye.

ACTIVITY 4

Personal Information

Students form two circles, one inside the other. The students face each other.

Have students in inner circle ask students in outer circle questions found in Activity 3.

Students in outer circle move around in clockwise rotation asking questions, until they eventually reach their first partner.

Teacher's Evaluation

Students enjoyed this activity and had little trouble understanding the idea of the two circles.

ACTIVITY 5

The Students in my English Class

This activity has been adapted from *Side by Side 1B*. The teacher changed the text to suit her class.

A tape of the text was made to help those students with literacy problems.

Worksheets were developed to cover those concepts discussed in depth in class: country, nationality, looking at world map, contractions.

Teacher's Evaluation

Class worked well, as students loved reading about themselves, and the activity developed class cohesion, as they all saw that they all came from varying countries and cultures and were all strangers in a foreign land.

ACTIVITY 5 TRANSCRIPT

The Students in my English Class

The students in my English class are very interesting.

Nasr is Egyptian. He's from Alexandria.

Hugo is Chilean. He's from San Falipi.

Carmelo and Guiseppe are Italian. They're from Rome and Galatro.

Thanh and Chin are Vietnamese. They're from Saigon.

Lien is Chinese. She's from Guangzhou.

Rada and Nail are Yugoslavian. They're from Puhouo.

Po Heong and Yan Fong are Timorese. They're from Dili.

Yes, the students in my English class are very interesting. We're from many different countries . . . and we're friends.

ACTIVITY 5 WORKSHEET 1

The Students in my English Class

Answer the following questions

1 What nationality is Nasr? _____

2 Where is he from? _____

3 What nationality is Hugo? _____

4 Where is he from? _____

5 What nationality are Carmelo and Guiseppe?

_____

6 Where are they from? _____

7 What nationality are Rada and Nail? _____

8 Where are they from? _____

9 What nationality are you? _____

10 Where are you from? _____

Match the word with the contraction

He's	_____	We are
She's	_____	He is
We're	_____	They are
They're	_____	She is

ACTIVITY 5 WORKSHEET 2

The Students in my English Class

Fill in the nationality or country

Country	Nationality
Egypt	
	Chilean
Italy	
Vietnam	
	Timorese
Yugoslavia	
Greece	
	Australian
	American
Japan	

ACTIVITY 5 WORKSHEET 3

The Students in my English Class

Find the countries on the map

UNIT 2 HEALTH

The goals of this unit were:

- To make students aware of the community services oriented to their special needs. To have a speaker from Council on the Ageing talk to the students about services and opportunities available to them.

- To provide the students with the confidence to have a short conversation on a telephone.

- To provide the students with some understanding of the conversation structure when making an appointment and between doctor and patient.

- To visit St Vincent's Hospital (local public hospital) to familiarise the students with Outpatients and to allay any fears they have of hospitals.

- To visit the Children's Museum to reinforce topics covered relating to the human body, good eating diets and good health practices.

- To have a nutritionist speak to the class about healthy eating habits.

Due to the disparity between the students' English levels I had the higher level students help the lower level students. This not only boosted the confidence of the higher level students but also provided the other students with bilingual support. Activities where this was done were mainly in pair work and worksheet activities.

At the start of each week we sat in a circle and recalled our weekend activities. This helped relax the students and put them in a talking mode. It also was a vehicle for getting to know more about the students, their interests and needs. They were able to talk about things that they do and that were important to them, which led to further discussions. *Activities which promote friendliness and group cohesion will reduce anxiety levels and motivate communication.* (Green 1987: 6)

Role plays (making a doctor's appointment, ringing 000, discussion between doctor and patient) were done on a regular basis so as to improve students' confidence in those situations.

ACTIVITY 1

External and internal parts of the body

In a formal setting teacher shows students different parts of the body, using large pictures and tags.

Pronunciation practice - stress, syllables.

Students are divided into pairs and place tags on the corresponding part of the body.

Worksheet *(Signposts, 1992, section 5)* is used for added reinforcement of vocabulary and can be used for revision at home.

Teacher's Evaluation

It was good having the stronger students helping the weaker students as it builds confidence in the stronger students and gives the weaker students added support, as they are often too shy or scared of "losing face" to ask questions or say they don't understand..

Activity 1

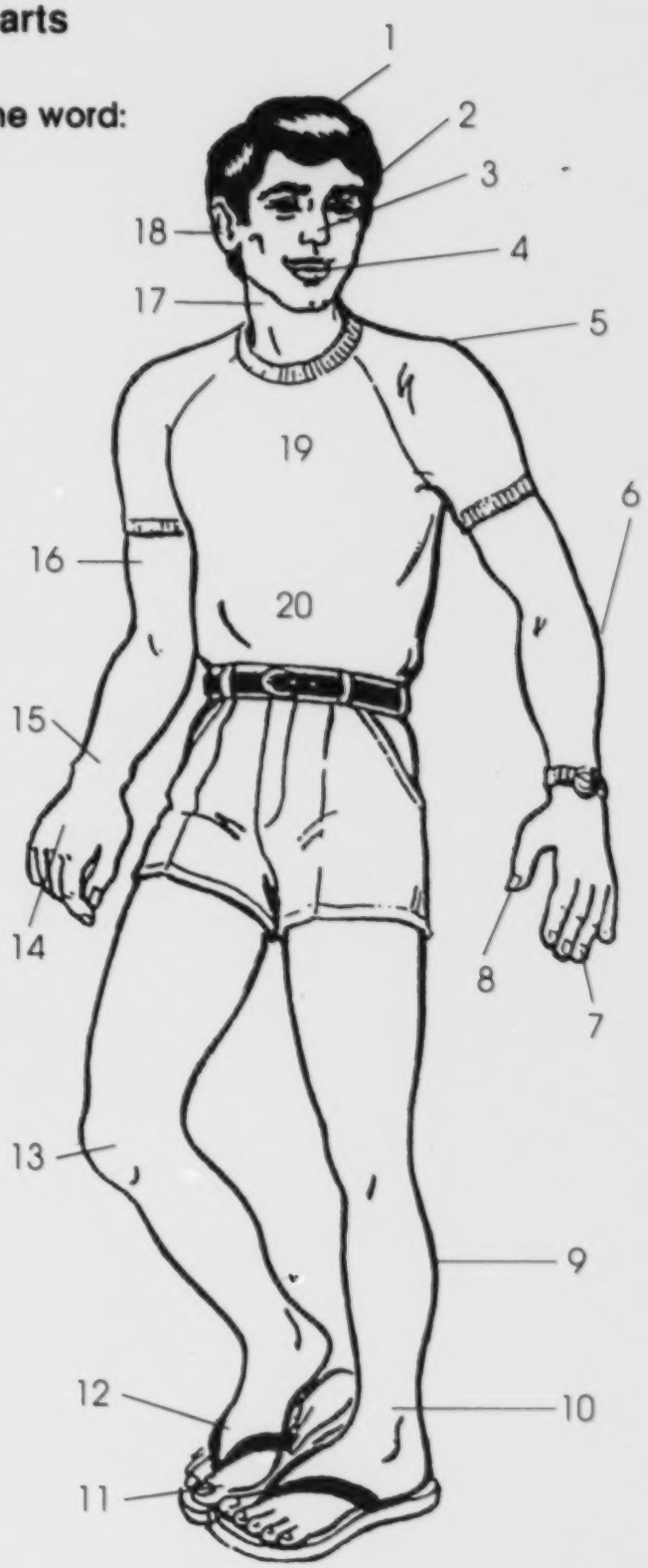
face	eyebrows
back	knee
wrist	hand
arm	stomach
chest	neck
hair	ear
foot	toe
ankle	leg
finger	thumb
elbow	shoulder
chin	throat
mouth	eye
nose	intestines
heart	lung
brain	stomach

ACTIVITY 1 — WORKSHEET 1

The Body – external parts

Put the number next to the word:

shoulder _____
leg _____
chest _____
ear _____
hand _____
stomach _____
elbow _____
foot _____
knee _____
mouth _____
hair _____
arm _____
eye _____
finger _____
ankle _____
nose _____
wrist _____
toe _____
neck _____
thumb _____

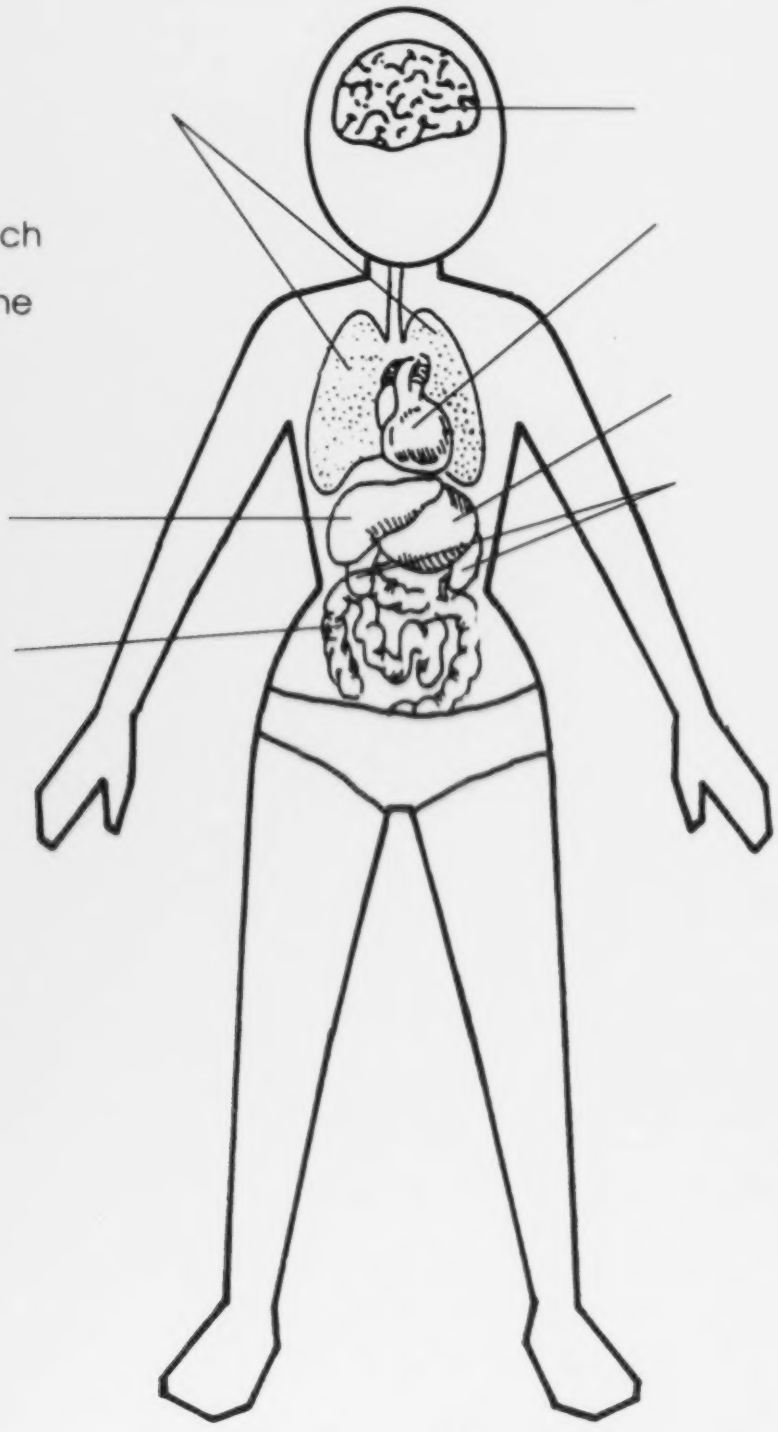


ACTIVITY 1 WORKSHEET 2

The Body – internal parts

Put the number next to the line pointing to the organ:

1 heart
2 brain
3 lung
4 stomach
5 intestine



ACTIVITY 2

What's the matter with you?

a Brainstorm
All students tell of one illness - high blood pressure, headache, dizziness.
Students mime problem if they cannot explain in English.

b Pictures
Teacher shows pictures or illustrations of various illnesses and the class must tell what the problem is (e.g. He has got a sore throat). These pictures are adapted from *Signposts*, 1992, section 5.

c Discussion
Talk about different illnesses and how they affect you (I have low blood pressure and I sometimes feel dizzy).

d Worksheet
Students match illness with illustration.
Worksheet is done to reinforce vocabulary and can be used for revision at home.

e Cue card
Students form two circles, one inside the other. The students face each other. Have students in inner circle ask students in outer circle:

A How are you?

What's the matter with you?

B I've got

Teacher's Evaluation

Students enjoyed talking about their illnesses. I got the stronger students to talk first to show the weaker students what to do. Because this is a monolingual class they often talk in their native language and have the better students explain in English.
The "cue card" activity was a great success. The students formed the two circles with little confusion and enjoyed the activity.

ACTIVITY 2 WORKSHEET

What's the matter with you?

Fill in the missing words under each of the drawings.

cold	sore throat	headache	fever
backache	stomach ache		cough

1 She's got a _____

_____

2 She's got a _____

_____

3 She's got a _____

_____

4 He's got a _____

_____

5 He's got a _____

_____

6 He's got a _____

_____

7 He's got a _____

_____

ACTIVITY 3

Making an appointment

a Listen to conversation.

b Divide conversation into segments so as to see its structure.

Greeting

Question

Requests

Appointment

Farewell

c Practice unscripted dialogue in pairs sitting back to back.

Student A - patient

Student B - receptionist

Teacher's Evaluation

I found the listening activity a bit dry, as it was mainly teacher-based because I wanted to make sure the students understood the conversation structure.
The role plays went well. The weaker students often looked at the script for help. I did not mind this as I thought it gave them some security. I paired the weaker student with a stronger student, making the weaker student the patient.

ACTIVITY 3 — TRANSCRIPT

Making an appointment

Receptionist: Good morning. Richmond Clinic. Hold the line, please. Sorry to keep you waiting. Can I help?

Patient: Yes, can I make a doctor's appointment for some time today?

Receptionist: 4.30 in the afternoon is the only time I have left. Is that O.K.?

Patient: Yes.

Receptionist: What's your name?

Patient: Duong Tran.

Receptionist: How do you spell that?

Patient: Duong D-U-O-N-G Tran T-R-A-N

Receptionist: Have you been here before?

Patient: No.

Receptionist: Well then, could you come a few minutes before to fill in a form?

Patient: O.K.

Receptionist: Good , then I'll see you at about 4.15. Bye

Patient: Bye.

ACTIVITY 4

Ring 000

a Student told of her experience in ringing 000.

b Discuss what information needs to be given.

c Role play different emergency situations.

Teacher's Evaluation

This was fun because of the wonderful personality of the student who had rung 000 in an emergency. This was a great confidence booster for the students, as they could see that you did not have to speak perfect English to be understood. It had to be spoken clearly, though.

ACTIVITY 5

Survey

Students ask four other students for personal details - title, surname, other names, address, postcode, date of birth, telephone.

Teacher's Evaluation

This was a good activity for the weaker students as it sorted out problems before they filled out I.D. forms.

ACTIVITY 5

WORKSHEET

Survey

Ask 4 people . . . What is your _____ ?
What are your _____ ?

Surname	Mr/Mrs/ Ms/Miss	Other names	Address	Post code	Date of birth	Telephone number

ACTIVITY 6

Form filling

a Use authentic form from Doctor's surgery

b Look at an appointment card from Activity 6.

Teacher's Evaluation

Students filled out forms easily.
More complicated forms could also be considered, such as:

- patient information form
- form from casualty department
- Medicare form

ACTIVITY 6 WORKSHEET

Form filling

PATIENT DETAILS **Please print clearly**

Surname _____ Mr/Mrs/Miss/Ms _____

Other Names _____

Address _____

_____ Postcode _____

Date of birth _____

Telephone number (Home) _____

(Work) _____

Are you receiving any benefits? (e.g.Pension, Unemployment) ☐ YES ☐ NO

Parents initials if patient is a child _____

ACTIVITY 7

Excursion to Hospital

With the aid of an interpreter, students were shown outpatients and a special care unit. Students were able to ask questions in their own language and were able to see the different sections of the hospital.

Follow up with photos made into a book using simple sentences to describe the photos. There were discussions about what we saw. The students asked questions about words they had seen but did not understand - wing, intensive.

We discussed what happens in an emergency department and intensive care unit. The excursion was able to allay some of the students' fears of hospitals and give them some understanding of procedures.

ACTIVITY 8

Medical Equipment

a Teacher brought authentic articles to show students (e.g. cotton buds, X-ray, prescription, bandage).

b Show students large chart of various equipment. Discuss usage. Pronunciation: stress, syllables.

c Worksheet: students match equipment with use. This is to reinforce vocabulary and for revision at home.

d Teacher showed students 5 objects on the table for about 40 seconds. The students have to recall what they just saw.

Teacher's Evaluation

It was good bringing in authentic material as it brought some interest into a rather dry topic. These materials were left on display during the tea break and students examined them and practiced their pronunciation. Students enjoyed the memory game.

ACTIVITY 8 WORKSHEET

Medical Equipment

You put it on your skin to cover a sore. _____

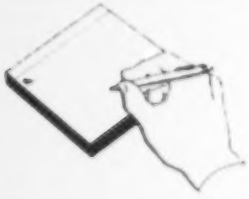
You put it around your skin. _____

You apply it on your skin. _____

You clean your ears with them. _____

They help you clean your skin. _____

You have it when you are sick. _____



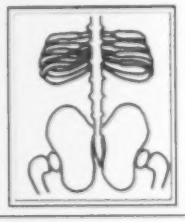
The doctor writes it so you can get medicine. _____

You take them when you are sick. _____

It tells your temperature. _____

They pull out splinters. _____

The doctor uses it to examine your chest. _____



It is a picture of inside your body. _____

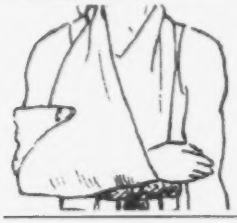
You read it to
test your eyes. _____

The doctor uses it to
look at a specimen. _____

They help you walk when
you have a sore leg. _____

It takes you to
hospital. _____

It is used to carry
sick people. _____



It helps you rest your
arm when it is sore. _____

ACTIVITY 9

Mime

Students are given a card with a medical problem (You have a sore throat).

Student acts out problem.

Class try to guess what the matter is.

Teacher's Evaluation

Students respond very positively to this activity.

ACTIVITY 10

At the Doctor's

a Students listen to a range of different conversations between a doctor and patient. (Adapted from *Themes dialogues and Exercises* by *Helena Read*. Copyright S.A. AMES)

b Look at structure of conversation.

Greeting

Problem

Advice

Farewell

c Students complete worksheet whilst listening to tape.

tick correct box

match start with end of sentence. *Too difficult.

complete the sentence.

Teacher's Evaluation

This is a series of six tapes. The first group of students had a lot of problems listening to the tape (even the better students). I was not sure if it was due to a lack of ability, poor tape quality (I had produced them), poor acoustics in the room or the room itself (we had moved rooms for the day to the community room, which had a lot of activity in it).

The next time we did the exercise the students performed better and appeared more confident. This may be due to familiarity with the activity and a bit more confidence. It may also be due to the fact that we had changed back to our regular room, which was quieter and had better acoustics.

The second group of students had little trouble with the listening activities, being in a smaller room with carpet and no outside interference.

The worksheets were a mixed success. I was conscious that the students had said in their needs analysis that they didn't want writing lessons but wanted listening and conversation practice. I made a range of different worksheets and found they liked "tick the box" type activities the best. This reinforces their stated preferences for non-writing activities.

ACTIVITY 10 TRANSCRIPT 1

At the Doctor's

A Good afternoon.

B Good afternoon. I've got an appointment at 4.30.

A Yes, what's the name please?

B Jane Brown.

A Oh yes. Take a seat and fill out this form. The doctor will see you soon.

B Thank you.

Dr Come in Ms Brown. Take a seat. Now, what's the problem?

B Well, I feel very tired and I often have a headache.

Dr I see. When do you feel tired?

B I'm tired all the time

Dr And when do you have headaches?

B Usually, I have headaches early in the morning, when I wake.

Dr Mmm . . . and do you sleep well?

B No, I don't. I wake up at night and then I can't go back to sleep.

Dr O.K. I'll take your blood pressure first. Roll up your sleeve . . . it's normal. Do you smoke?

B Yes, I do.

Dr How many cigarettes do you smoke?

B Oh, about 2 packets a day.

B Well, you'd better stop smoking and you'd better have a blood test. I'll give you a prescription for some tablets to stop your headaches and I'd like to see you again in 3 days time. Good bye, Ms Brown.

B Thank you. Good bye.

ACTIVITY 10 WORKSHEET 1

At the Doctor's

Tick the correct box.

1 What's the problem?

She has

- ☐ a sore throat.
- ☐ a headache.
- ☐ high blood pressure.

2 When does she have a headache?

Usually

- ☐ late at night.
- ☐ at lunch time.
- ☐ when she wakes up.

3 What did the doctor do?

He

- ☐ took her temperature.
- ☐ wrote a prescription.
- ☐ took her blood pressure.

4 How many cigarettes did she smoke?

About

- ☐ 2 packets a day.
- ☐ 1 packet a day.
- ☐ 4 packets a day.

5 What did the doctor give her?

He gave her

- ☐ a packet of cigarettes.
- ☐ a prescription for some tablets
- ☐ a packet of panadol.

6 When must she see the doctor again?

In

- ☐ 5 weeks time.
- ☐ 3 days time.
- ☐ a years time.

ACTIVITY 10 TRANSCRIPT 2

At the Doctor's

Dr Good morning Ms Tho. What's the problem?

T I feel terrible. I've got a headache, a sore throat and a runny nose.

Dr How long have you had it?

T About 4 days now.

Dr Have you got a temperature?

T I don't know.

Dr Well let's see. Pop this under your tongue. Hmm, it's 38. Have you got a sore chest?

T No I haven't.

Dr Well let's check. Lift up your top and take deep breaths. Hmm, it sounds clear. Now let me check your throat. Open your mouth and say Ahhh.

T Ahhh.

Dr Yes it looks sore. I'd better check your ears. This may feel cold. O.K. your left ear is fine. Now, I'll look at your right ear. Mmmm it's a bit sore. Well . . . you've got the flu. You'd better stay home for 3 days. I'll give you a prescription for some tablets. Take one three times a day.

ACTIVITY 10 WORKSHEET 2

At the Doctor's

Match the sentences.

Ms Tho has	temperature.
She has been sick for	her chest.
The doctor took her	sore.
The doctor listened to	a prescription for some tablets.
Her throat looked	the flu.
Her right ear was	a headache, a sore throat and a runny nose.
She has	4 days.
She must stay home for	3 times a day before meals.
The doctor gave her a	sore.
She must take a tablet	3 days.

ACTIVITY 10 TRANSCRIPT 3

At the Doctor's

Dr Come in Ms Green. Take a seat. Now, what's the matter?

G I've got a sore eye.

Dr How long have you had it?

G Since this morning. When I woke up I could not open my eye and it was very sore.

Dr Can you see all right?

G Yes, I can.

Dr Is the other eye sore too?

G No, the other eye is fine.

Dr Now, let me look in your eye. Yes, it's very sore. You've got conjunctivitis. You'd better not read or watch T.V. for a couple of days. It's very infectious, so do not get too close to anybody. I'll give you a prescription for some eye ointment. Apply it twice a day. Come back next week if your eye is still sore.

ACTIVITY 10 WORKSHEET 3

At the Doctor's

not open her eye	fine	ointment	a day	read
a sore eye	very sore	TV	2	close to anybody

Complete the sentences.

1 Ms Green ***has a sore eye***.

2 When she woke up she could _____

and it was _____.

3 The other eye was_____.

4 She cannot _____ or watch _____

for _____ days.

5 It is infectious, she cannot get _____

_____.

6 The doctor told her to apply some _____

twice _____.

ACTIVITY 10 TRANSCRIPT 4

At the Doctor's

Dr Good afternoon Ms Tran. Take a seat. What seems to be the problem?

T I've got swollen ankles.

Dr How long have they been like that?

T A week.

Dr I see. Are your elbows, knees and wrists swollen too?

T I don't think so.

Dr Let me see . . . no, they're not. Do you stand a lot?

T Yes, I do. I have to cook all the meals for my family and do the housework every day.

Dr Well, you'd better stay off your feet for 2 days. Relax and put your feet up. Get one of your grandchildren to help you with your housework.

ACTIVITY 10 WORKSHEET 4

At the Doctor's

Tick the correct box.

1 What's The trouble with Ms Tran?

She has
- ☐ a headache.
- ☐ swollen ankles.
- ☐ a sore throat.

2 How long has she been like that?

She has been like that for
- ☐ a month.
- ☐ a day.
- ☐ a week.

3 Why does she stand a lot?

She
- ☐ cooks all the meals for the family and
- ☐ does all the housework.
- ☐ works in a factory.

3 How long must she relax for?

She must relax for
- ☐ 3 days.
- ☐ 1 day.
- ☐ 2 days.

ACTIVITY 10 TRANSCRIPT 5

At the Doctor's

Dr Good morning, Ms Roberts. How are you today?

R Not too good.

Dr What's the problem?

R I've got diarrhoea. I have to go to the toilet every 5 minutes.

Dr I see. How long have you had it?

R I've had it for 2 days. It started on Saturday night, after I came home from a party.

Dr What did you eat and drink at the party?

R Well, I had a bit of everything: chicken, fish, sausages, ham, cakes and I drank beer, wine, orange juice, whiskey, brandy, coffee . . .

Dr Well, Ms Roberts, you'd better have nothing to eat today and tomorrow and drink only tea or water. I'll give you a prescription to take to the chemist. It's for a mixture: take 10 mls. every 4 hours. That should stop the diarrhoea.

ACTIVITY 10 WORKSHEET 5

At the Doctor's

Answer the questions.

1 What is wrong with Ms Roberts?

_____

_____

2 How long has she had it?

_____

3 Name 3 things she ate?

_____

_____

_____

4 What can she eat?

_____

_____

_____

5 What will she get from the chemist?

_____

_____

ACTIVITY 10 TRANSCRIPT 6

At the Chemist's

A Good morning, can I help you?

B Yes please, I've got a script.

A How do you spell your surname?

B B-R-O-W-N

A Do you live in Red Street.

B No, R-E-E-D Street.

A Do You have a health care card or a pension card?

B Yes, here it is.

A O.K. it'll take about 10 minutes.

B All right, I'll come back later.

B I'd like to pick up my tablets, please.

A What name?

B Brown.

A Here you are. Is there anything else?

B Yes, can I have a packet of Panadol please?

A Do you have a script?

B No.

A Well, it will cost you $9.50 for 50 panadol. If you get a script from your doctor it will cost $3.20 for 100 tablets.

B Well, I'll get the panadol today and get a script next time.

A Large or small pack?

B Small, please.

A Is that all?

B Yes thanks.

A That's $11.50 altogether, thank you.

ACTIVITY 10 WORKSHEET 6

At the Chemist's

Fill in the gaps with the words in the box.

name	Yes please	health care card	All right
spell your name	Good morning	pension card	
script	pick up my tablets	thank you	script
Is there anything else	Large or small	live	10
next time	Is that all	a packet of Panadol please	

Chemist _____ , can I help you?

Customer _____ , I've got a _____.

Chemist How do you _____ ?

Customer B-R-O-W-N

Chemist Do you _____ in Red Street?

Customer No, R-E-E-D Street.

Chemist Do you have a _____
or a _____?

Customer Yes, here it is.

Chemist O.K. it'll take about _____ minutes.

Customer _____, I'll come back later.

Customer I'd like to _____ please.

Chemist What _____ please?

Customer Brown.

Chemist Here you are. _____?

Customer Yes, can I have a _____?

Chemist Do you have a _____?

Customer No.

Chemist Well, it will cost you $9.50 for 50 panadol. If you get a script from your doctor it will cost $3.20 for 100 tablets.

Customer Well, I'll get the panadol today and get a script _____.

Chemist _____ pack?

Customer Small please.

Chemist _____?

Customer Yes thanks.

Chemist That's $11.50 altogether, _____.

ACTIVITY 11

Role play

Students fill in a patient's information form (adapted from *A Conversation Book 1 English in Everyday Life: 157).*

Student A: Patient

Student B: Doctor

Teacher's Evaluation

The students respond well to this type of activity.

ACTIVITY 11

Role play

You are visiting the doctor for the first time.
One partner is the doctor.

The other is the patient.

Use the patient information form.

Present your conversation in the class.

Fill out this form

Patient information form

Name: _____

_____

Address: _____

_____

Phone number _____

Insurance: ☐ YES ☐ NO

Name of hospital benefits: _____

Medical problem: (describe) _____

_____

Is this the result of an accident: ☐ YES ☐ NO

(Describe accident) _____

Do you have a fever? ☐ YES ☐ NO

Do you have pain? ☐ YES ☐ NO

Where? _____

ACTIVITY 12

Play: Dr. Panadol (Carmel Davies)

Students are given script and props.

Students put on play with the teacher directing.

Teacher's Evaluation

This is a real winner. Students said that this was their best class.

The play reinforced all the work on making an appointment. The students liked the humour in the play and enjoyed acting out the parts. Every student had a turn at a part in the play. Drama has the potential to bring students to a greater awareness of language and its uses while, at the same time, encouraging self-exploration. (Cox and Luhr 1996)

ACTIVITY 12 — PLAY

Dr. Panadol

Characters: *Dr Panadol, receptionist,*
6 patients: Mr To, Ms Vuong, Mr Van,
Ms Nguyen, Mr Wang, Ms Tam.

Opening scene:

Nurse comes in, shuffling papers on her desk. 6 patients come in.

The doctor arrives, carrying all his bits and pieces.

Doctor I'm ready to start, thank you.

Receptionist Mr To, the doctor will see you now.

Mr To Thank you.
He walks to chair
Good morning Doctor.

Doctor Good morning. What's the problem?

Mr To I've got a sore leg.

Doctor How long have you had it?

Mr To 3 days.

PLAY

Doctor Hmm, let me have a look.
He twists it around. He gets a saw and hammer.
Patient yells
Which one?
Patient chooses hammer.
Doctor mimes a strong blow.
Better?

Mr To No!!!

Doctor O.K I think you need a Panadol. Come back next week.

Mr To Thank you doctor.
He limps away, stops mid floor, says in his own language
"He's crazy, I don't need Panadol."
and throws the Panadol away.

Doctor Next patient, please.

Receptionist Ms Vuong, the doctor will see you now.

Doctor What's the matter?

Ms Vuong I've got a sore ear.

Doctor How long have you had it?

Ms Vuong 4 weeks.

Doctor Let me have a look.
He looks in wrong ear.

Ms Vuong No, the other one.

PLAY

He blows hard in her ear. He gets a plunger, puts it on her ear and pulls out a meter of black twine.

She's yelling.

Doctor That should be better.

Ms Vuong No, it's bad!

Doctor O.K. I think you need a Panadol. Here you are.

Ms Vuong Thank you Doctor.
She staggers out. Stops mid floor. Says in her own language
"He's crazy. I don't need Panadol."
Throws away the Panadol and walks off.

Doctor Next patient, please.

Receptionist Mr Van, the Doctor will see you now.

Doctor What's wrong?

Mr Van I've got a sore neck.

Doctor How long have you had it?

Mr Van 2 days.

Doctor Let's have a feel.
He goes behind the patient and twists his head in opposite directions. Mr. Van screams.

Doctor Better?

Mr Van No!!!

Doctor O.K. I think you need a Panadol. Take 4 a day.

PLAY

Mr Van Thank you Doctor.
He walks out head tilted in opposite direction. He says in his own language,
"He's crazy. I don't need Panadol"
Throws the Panadol away and walks off.

Doctor Next patient, please.

Receptionist Ms Nguyen, the Doctor will see you now.

Doctor What can I do for you?

Ms Nguyen I'm pregnant and I'm very worried.

Doctor How many months?

Ms Nguyen Seven.

Doctor Let me listen.
He gets a plug on a string and listens on both sides. He imitates heart beat sound.

Doctor You want a boy or a girl?

Ms Nguyen I've got 6 boys and I want a girl.

Doctor I think it's a boy.

Ms Nguyen Oh no!

Doctor Don't worry, just take a Panadol.

Ms Nguyen Thank you Doctor.
As she leaves she says in her own language
"He's crazy. I don't need Panadol"
and throws away the Panadol.

PLAY

Doctor Next patient, please.

Receptionist Mr Wang, the Doctor will see you now.
Doctor stretches and yawns.
Patient sees him yawn.
The Doctor quickly rearranges himself.

Doctor What's the problem?

Mr Wang I've got a very bad back. I can't sleep, can't walk, can't watch T.V.

Doctor How long have you had it?

Mr Wang 3 months.

Doctor O.K. I'll fix it. Stand up.
Doctor manipulates the patient.
Touch your toes. Bend back.
Doctor pushes the patient into positions.
Patient groans a lot.
Bend this way. Bend that way.

Doctor twists him around. Hear, spine crack.
There! Better?

Mr Wang Ahhhhhhhhhhh!

Doctor O.K. Well you need some Panadol.Take 20 a day.
Mr Wang walks out holding his back and says in his own language,
"He's crazy. I don't need Panadol"
and throws the panadol away.

PLAY

Doctor I'm so tired.
Looks at his watch.
Next please.

Receptionist Ms Tam, the Doctor will see you now.

Doctor What's the problem?

Ms Tam I've got a cold and a runny nose.

Doctor How long have you had it?

Ms Tam 3 days.

Doctor Let me listen to your chest.
She coughs and sneezes. He winces.
I think you need . . . Tiger Balm, tissues and a big packet of Panadol.

Ms Tam Thank you Doctor.
As she leaves she says in her own language,
"He's crazy I don't need Panadol'
and throws the Panadol away.

Doctor Any more patients?

Receptionist No, that's all.

Doctor Good. I've got a terrible headache.

Receptionist I think you need a Panadol.

Doctor No! I don't need a Panadol. I need a cigarette and a whisky!
He pulls them from his drawer.

THE END

ACTIVITY 13

Role play – telephone

Students are presented with a role play:

- ring to make a doctor's appointment
- change an appointment
- ring 000.

Students ring a given number.

Teacher at other end acts out given scenario.

Teacher's Evaluation

This was a very successful activity. The students were given time to see their role play before they spoke on the phone. They spoke confidently and clearly. Only one student was unable to make himself understood. Some students thanked me after this activity - they were so proud to be able to speak on the phone, to understand the Australian speaker and in turn be understood.

ACTIVITY 13

Role play – telephone

1	You want to make an appointment to see the doctor. You have had pains in your chest and you want to see him quickly. You have not been to this doctor before.
2	Ring 000 Your wife has fallen over and hurt herself. She is not moving and you are very worried.
3	You want to change your doctor's appointment. The appointment is at 3.00 pm today. You want to see him earlier because the pain in your back is worse.
4	You want to change your doctor's appointment. Can he come to your house, because your husband is too sick to come to the clinic?
5	You want to see the doctor. You have had a headache for 3 days. You have not seen this doctor before.
6	You want to see the doctor. You feel dizzy. You have not seen the doctor before.
7	You want to change your doctor's appointment. You cannot come today as you have no-one to come and translate for you.
8	You want to see the doctor. You have a sore eye. You have not seen this doctor before.

9	You want to see the doctor. You have a sore throat. You have not seen the doctor before.
10	You want to see the doctor. You have a sore hand. You have not seen the doctor before.
11	You want to see the doctor. You have a bad cough. You have not seen the doctor before.
12	You want to change your doctor's appointment. You want to come tomorrow morning. You look after your grandson in the afternoon.
13	Ring 000. Your friend has collapsed and is not moving. You want help quickly.
14	You want to make an appointment. You have a stomache ache. You have not seen the doctor before.
15	You want to make an appointment. You have a sore elbow. You have not seen the doctor before.
16	You want to make an appointment. You have sore feet. You have not seen the doctor before.

ACTIVITY 14

At the Dentist

a Brainstorm vocabulary (on page 99) associated with the dentist. (*Make sure you mention dentures, as you may have a student take them out and ask what they are called.)

b Pronunciation - stress, syllables.

c Interview partner about their dentist. (Adapted from *A Conversation Book 1: English in Everyday Life*)

d Cross-cultural differences - 'The Tooth Fairy"

e Listen to dialogue between dentist and patient.

- Look at conversation structure
- Worksheet - tick correct box.

Teacher's Evaluation

The students were very interested in the vocabulary and pronunciation.

When interviewing each other it became apparent that all the students went to Chinese or Vietnamese dentists and so would not need this activity too often.

ACTIVITY 14 TRANSCRIPT

At the Dentist

A Good morning.

D Good morning. How are you Ms Thao?

A Fine thanks but I've got a toothache.

D Which tooth is it?

A It's at the back on the left. It hurts when I eat cold things.

D How long have you had the toothache?

A About 4 days.

D Lie back in the chair. Right.
Put on these glasses.
Open your mouth and I'll have a look . . . mmmm . . .

A . . . Ouch!

D Yes, that's the one. Your filling has come out. You need a new filling.
I'll do it now. Do you want an injection?

A Will it hurt without one?

D Yes, it's a big hole.

A Then I'll have one.

D O.K. I'll give you an injection and then I'll put in a new filling.

ACTIVITY 14 WORKSHEET 1

At the dentist

Tick the correct box.

1 Ms Thao has

- ☐ an abscess.
- ☐ bleeding gums.
- ☐ a toothache.

2 It's

- ☐ in the front.
- ☐ at the back on the left.
- ☐ at the back on the right.

3 It hurts when she

- ☐ eats cold things.
- ☐ sings.
- ☐ eats hot things.

4 She has had the toothache for

- ☐ 6 months.
- ☐ 4 days.
- ☐ 2 days.

5 She lay back in the dentist's chair and put on

- ☐ goggles.
- ☐ glasses.
- ☐ a mask.

6 She

- ☐ had a new cavity.
- ☐ needed a new filling.
- ☐ needed a new tooth.

7 She

- ☐ wanted an injection.
- ☐ didn't want an injection.

Vocabulary

1 abscess	5 dentist	9 receptionist
2 dental hygienist	6 anesthetic	10 cleaning
3 gums	7 cavity	11 extraction
4 braces	8 dentist's chair	12 waiting room

ACTIVITY 14 WORKSHEET 2

At the dentist

Ask your partner.

1 Do you go to the dentist? _____

2 What is his name? _____

3 Where is your dentist's office? _____

4 Do you like your dentist? _____

Why or why not? _____

5 Did you ever have a toothache? _____

What did you do? _____

6 Did you ever wear braces? _____

7 Did you ever have a filling? _____

Did it hurt? _____

Did you have an anesthetic? _____

_____

The "Tooth Fairy"

In some cultures, the "Tooth Fairy" takes children's baby teeth from under their pillows and leaves money

Is there a special custom in your country for baby teeth?

ACTIVITY 15

Children's Museum

We visited the Children's Museum, which has a display on the "human body". It is divided into two sections:

1 **External body** - it has life-like models of people at differing ages, sex and physical conditions. The teacher found this section culturally inappropriate, as it embarrassed the students, who all looked at the floor until we had left the area.

2 **Internal body** - different displays show different organs and their functions, and how to keep them healthy. There is also a display on healthy foods and the skeleton. This section was very interesting as there were a lot of hands-on material and activities (e.g. stand on scales and a tank will fill up showing you how much water you have in your body, you pull a lever and it will tell you the strength of your hands, stand in front of mirrors that change your body shape, how much fat and sugar are found in different foods, see healthy lungs and smokers lungs, see blocked arteries in the heart).
The students all enjoyed this section and were particularly interested in the dietary section.

The museum gives you (the teacher) a "Teacher's Resources" booklet for ESL, which has some good ideas and illustrations.

The teacher gave her students a worksheet for them to do at the museum, which helped them focus on different displays.

Teacher's Evaluation

This excursion was a good revision of topics learnt and a great introduction to the next topic: "Healthy Eating".

I made a book using the photos taken on the excursion, which the students enjoyed reading.

ACTIVITY 15 WORKSHEET

Children's Museum

While you are at the museum answer these questions.

QUESTION	ANSWER
Digestive Tube How long does it take food to pass through the digestive tract?	
Fat and sugar display What food has the most fat?	
What food has the least fat?	
What food has the most sugar?	
What food has the least sugar?	
What is the best food for good health?	
What is the worst food for good health?	

QUESTION	ANSWER
Lungs Display Why are some of these lungs a black colour?	
Food Scales What food has the most water?	
Which has more water: a sandwich or sweet corn?	
Water weight machine How much water is in your body?	

ACTIVITY 16

A Guest Speaker

A nutritionist from a local health centre spoke to the students about nutrition. She talked about the food pyramid, related health issues and diet. An interpreter explained concepts that were not understood.

The students were very interested and asked many questions. They seemed to be very concerned about the food they ate and its effect on their health.

My second class did not have an interpreter and had very little difficulty understanding the speaker, as she worked mainly with non-English speaking people.

ACTIVITY 17

Fruit

a Had posters and pictures of different foods displayed around the room. Brought plastic replicas of fruits (apple, orange, pear, lemon, banana) as well as authentic fruit (peach, nectarine, passionfruit, Kiwi fruit). Students brainstorm all the fruit they can think of. Teacher writes names on board.

b Look at pronunciation: stress, syllables.

c Have students find fruit on classroom displays. Teacher names a fruit and the students try to find it on the display.

d Survey. (Adapted from *A Conversation Book 1: English in Everyday Life*.) Students complete a survey asking other students about their likes, dislikes and fruits in their country of origin.

Teacher's Evaluation

Lesson went well. The displays helped a lot in eliciting vocabulary and discussion from the students.They had a problem in naming the fruit grown in their country of origin, as it is not found in Australia.

ACTIVITY 17

WORKSHEET

Fruit

Ask four people.

Name	What is your favourite fruit?	What other fruit do you like?	What fruit grows in your country?	What fruit do you buy?

ACTIVITY 18

Vegetables

a Retain the displays of fruit and vegetables from previous lesson. I brought some authentic vegetables as well as plastic replicas.

b Students brainstorm vocabulary. Teacher writes words on board.

c Pronunciation: stress, syllables.

d Have students find vegetable on the classroom display. The teacher names a vegetable and a student shows it on the display.

e Survey - students complete a survey asking other students their likes, dislikes and vegetables grown in their country of origin.

f Preparation of vegetables-cooked, raw, peeled, sliced, shredded (grated). This activity is found in *A conversation Book 1*, 1994: 45

Students make coleslaw as follows:

- peel and grate apple
- chop onion
- grate carrot
- shred cabbage
- to be eaten raw

Teacher's Evaluation

Brainstorming went well, as the students are interested in different vegetables.
Some of the students have their own vegetable gardens. Should also give students own pictures to take home, as it would help with reinforcing new vocabulary.

ACTIVITY 18

WORKSHEET

Vegetables

Ask four people.

Name	What is your favourite vegetable?	What vegetables don't you like?	What vegetables grow in your country?	What vegetables do you use in salad?

ACTIVITY 19

Meat, Seafood, Poultry

a With the aid of the classroom display, brainstorm different types and cuts of meat, seafood and poultry.

b Pronunciation: stress, syllables.

c Interview partner about their likes and dislikes. (Adapted from *A Conversation Book 1: English in Everyday Life.*)

d Discuss cultural differences, where some people do not eat certain foods for religious or cultural reasons.

Teacher's Evaluation

As with other activities the students were interested in different foods and had a great discussion about cultural differences.

ACTIVITY 19 WORKSHEET

Meat, Seafood, Poultry

Ask your partner the following questions

1 Do you eat meat? _____

2 What is your favourite meat? _____

3 Do you eat poultry? _____

4 What is your favourite? _____

5 Do you eat seafood? _____

6 What is your favourite fish? _____

7 What is your favourite shellfish? _____

8 Which meats, fish and poultry are most common in your country? _____

_____

_____

9 Are there any meats, fish or poultry that you never eat?

_____

_____

Why? _____

_____

10 Where do you buy meat? fish? poultry?

_____

_____

_____

ACTIVITY 20

Food Preparation

a Discuss different ways of cooking: fry, simmer, roast, grill . . .

b Find someone who . . .

c Brainstorm vocabulary associated with the preparation of food (use suggestions below). . .

Vocabulary

1 bake	2 fry	3 boil
4 grill	5 simmer	6 barbecue
7 roast	8 stir fry	9 casserole
10 seasoning	_____	_____

ACTIVITY 20 WORKSHEET

Food Preparation

Give one copy to each student and ask them to find someone who . . .

1 _____ likes fish with salt and pepper.

2 _____ prepares barbecued chicken.

3 _____ doesn't eat fried food.

4 _____ knows how to prepare stir fry.

5 _____ likes meat simmered in sauce.

6 _____ likes boiled eggs.

7 _____ likes food with chilli.

8 _____ likes grilled steak.

ACTIVITY 21

How healthy are you?

Students complete a questionnaire asking them about their eating and daily exercise routines. They list their "healthy habits" and "unhealthy habits".

ACTIVITY 21 WORKSHEET 1

How healthy are you?

Answer the following questions

1 What do you usually eat for breakfast? _____

_____

2 How often do you drink wine with your meals?

_____

3 How many cups of coffee do you usually drink in a day?

_____

4 How many cups of tea do you usually drink in a day?

_____

5 Do you eat a lot of sweet food? _____

_____

6 How often do you drink beer? _____

_____

7 Do you smoke? _____

_____

8 Who smokes in your house? _____

_____

9 How many pieces of fresh fruit do you have in a week? _____

_____

10 How often do you exercise? _____

_____

11 How often do you drink Coke? _____

_____

12 How often do you eat raw vegetables? _____

_____

13 How often do you have a headache? _____

_____

14 How many hours of sleep do you have every night? _____

_____

15 How often do you go to a doctor? _____

_____

16 How often do you go to a dentist? _____

_____

ACTIVITY 21 WORKSHEET 2

How healthy are you?

Complete these lists

My healthy habits	My unhealthy habits

ACTIVITY 22

a Services and Opportunities

A speaker from the Council on the Ageing came and spoke to the students about opportunities available to senior citizens. She talked about the Senior Citizens Card: how to get one and its benefits. She spoke about the University for the Third Age (U3A) and United Nations Day for Older People. Unfortunately the teacher had not organised an interpreter and so a lot of the information was lost to the students.

b Senior Citizens Week

Senior Citizens Week is filled with events and activities to appeal to a huge range of tastes. Public transport is free for the week and most activities are easily reached. All the students were given programs of the week's activities.

We looked through the program, picking out events that the students appeared interested in or which were nearby.

As a class we visited the Senior Citizens Handicraft Fair at Victoria Market. The students had a good time. They bought some bargains and looked with interest at all the stalls. There was some bush dancing and a live jazz band.

We also visited Seniors Expo at the Melbourne Exhibition Centre. The students were given show bags and the hall was filled with a multitude of different exhibitors, ranging from laser eye treatment to skin cancer. The students wandered around from stall to stall sampling foods, entering competitions, looking at displays and of course looking for bargains. The only disappointment was missing out on a boat cruise up the Yarra because all the tickets were sold.

Both these activities enabled the students to communicate with other people in English in a variety of situations: asking for service, asking questions about displays and general communication.

The teacher made a book using photos taken on the excursion. The students enjoyed reading it.

UNIT 3 REMINISCING

The goal of this unit was to have the students reflect on their past. As Maree Green states, *Reminiscing is the ability to remember the distant past, which is a characteristic of age and can be used to stimulate meaningful language work. (Green 1987: 5)*

Through this activity the learner is able to document his/her own life story in the language of their grandchildren. The learner is able to elicit the help of their children and or grandchildren and thereby strengthen the family unit and provide an opportunity for the older learner to share their past with the younger generations of their family. It also provides the older learner with a means to maintain a connection to their past.

This unit also compared the education system in Australia to that of the country of the older learner. The learners had an opportunity to discuss their educational experience, teaching methods and the differences between the two systems. The learners visited a local primary school and saw the facilities, the classes in action and talked to the teachers and students.

The older learners had conversation practice with four boys from Melbourne High School. This enabled them to practise their conversation skills and offered an opportunity to bridge the generation and cultural gap between the two parties.

Cultural differences, such as weddings, were discussed. Different ceremonies, rituals and celebrations were looked at.

The older students were interviewed on radio 3ZZZ by the Melbourne High boys. They spoke about their past: schooling, leisure activities, weddings, etc. It was put to air on *The Golden Years* after some editing

ACTIVITY 1

School Community Programmes

In an effort to bridge the generation gap, as well as to have the students interact with English speakers, the teacher arranged for a group of four Year 10 boys from Melbourne High School to come and participate in conversation classes as part of their *Community Programme*.

The teacher met the boys before the programme commenced and told them about the class and what was expected of them. She answered any queries they had and gave them an outline of topics they may like to talk to the students about.

Each boy had three to four students in his group. This was a magical experience. The M.H.S. boys were inspired by the older migrants' lives, their sense of humour and their gentle nature. The older students loved talking to the boys, who would be in many cases of similar age to their grandchildren.

Older students with very limited English searched for the language so as to participate in the conversation. A genuine feeling of friendship and a quest for understanding of different cultures developed.

Many high schools have community programmes and may be interested in participating in elderly migrant conversation classes.

ACTIVITY 2

About me

1 **Students brainstorm what information is needed to describe themselves:**
name, age, height, colour of hair and eyes, country of origin . . .
Teacher writes ideas on the board

2 **Listening**
Students listen to tape and answer questions by ticking the correct box.

3 **Writing**
Students answer questions about themselves. These questions are formed from the ideas previously brainstormed together.

The questions form the model for a cloze activity.

The better students write their own story about themselves using the questions as a guide if they want.

Teacher's Evaluation

Formal type of activity which the students enjoy. The listening activity can be monitored to suit the pace of the students. The writing activity can also be graded to suit the differing standards of the students.

The teacher typed the students' stories and placed a photo of them on the page. This was presented to them in book form with other pieces of their work at the end of term. This made them very proud and enabled them to show their families their achievements.

ACTIVITY 2 TRANSCRIPT 1

About Me

My name is Tom. I am 23 years old. I come from Cambodia. I live at flat 4, 173 Elizabeth Street, Richmond. I live with my brother and his wife.

My parents are in Cambodia. I have another brother and two sisters in Cambodia, also. I'm a student at R.M.I.T. I want to become an engineer.

My hobbies are dancing and going to the movies. After I finish my education, I want to get a good job. I also want to get married and have children.

ACTIVITY 2 WORKSHEET 1

About Me

Listen to the tape and then tick the correct box.

1 My name is
- ☐ Tim.
- ☐ Tom.
- ☐ Thomas.

2 I am
- ☐ 22 years old.
- ☐ 24 years old.
- ☐ 23 years old.

3 I live in
- ☐ Collingwood
- ☐ Preston.
- ☐ Richmond.

4 I live with my
- ☐ my brother.
- ☐ my wife.
- ☐ my brother and his wife.

6 My parents are in
- ☐ Thailand.
- ☐ Cambodia.
- ☐ Australia.

7 I study at

- ☐ R.M.I.T.
- ☐ A.C.T.
- ☐ 3LO

8 I want to become an

- ☐ electrician
- ☐ engineer.
- ☐ accountant.

9 My hobbies are

- ☐ tennis and going to the movies.
- ☐ dancing and going to the movies.
- ☐ singing and going to the movies.

10 When I finish studying I want to

- ☐ get a job.
- ☐ get married.
- ☐ get a job and get married.

ACTIVITY 2 WORKSHEET 2

About me

1 What is your name? _____

2 How old are you? _____

3 Where do you live? _____

4 Where do you come from? _____

5 Who do you live with? _____

6 Do you have children and grandchildren? _____

_____

7 Do your children live here or in another country?

_____

8 Do you have any brothers and sisters? Where do they live?

_____

_____

9 What colour is your hair? _____

10 What colour are your eyes? _____

11 What music do you like? _____

_____

12 What sport do you play? _____

_____

13 What do you enjoy doing in your free time?

_____

_____

ACTIVITY 2 WORKSHEET 3

About me

My name is _____.

I am _____ years old. (age)

I live at _____

_____. (address)

I come from _____. (country of origin)

I live with my _____. (wife/ son/ alone . . .)

I have _____ children and _____. (grandchildren)

My children live in _____. (countries)

I have _____ brothers and _____ sisters.

They live in _____. (countries)

My hair is _____. (colour)

My eyes are _____. (colour)

I like _____ music.

I like to _____. (sport)

I like to _____. (hobbies)

ACTIVITY 3

Family

1 Relationships

Students brainstorm vocabulary: mother, grandfather, aunt, nephew . . .
Teacher writes words on board in two columns: male and female.
The vocabulary was also written on cardboard and put up for permanent display.
Practise pronunciation: stress, syllables.
Use large diagram of family tree and students name the different members of the family. Tags are placed under the person stating their position in the family: father, brother, daughter. (See page 129 for sample of family tree. Source Unknown.)
Homework was given from *The New Oxford Picture Dictionary. Beginner Workbook page 2*. This was to reinforce vocabulary studied and for the students to have a written record of the vocabulary.

2 Survey

How many _____ have you got?
Students ask each other questions and fill in the survey form, which requires numbers, not written answers.

3 Family Tree

Students answer questions about a family tree: *The Smith Family Tree*.
Students make their own family trees. They can draw pictures and write names in their own language.
When completed, the students look at each other's work and ask questions or explain the relationships in the family.

4 Photos

Students bring family photos to class.
Class brainstorm questions that one would ask to gain information about the person or people in the photo (Where is the photo taken? Who is this person? How old is he? Does he live in Australia?). Teacher writes questions on board.
Students write fifteen questions: either from the brainstorming or made on their own.
Students form pairs and ask about the photos.
Class joins as a group, sitting in a circle. Each student tells the class about their partner's photo.
Students show photos to boys from Melbourne High School and discuss their families. The M.H.S. boys have been advised of the activity and are given a copy of suggested topics and questions.

Teacher's Evaluation

Students liked to practise pronunciation of words. They were very interested in the relationships of people in blended families (half-brother, stepfather . . .)

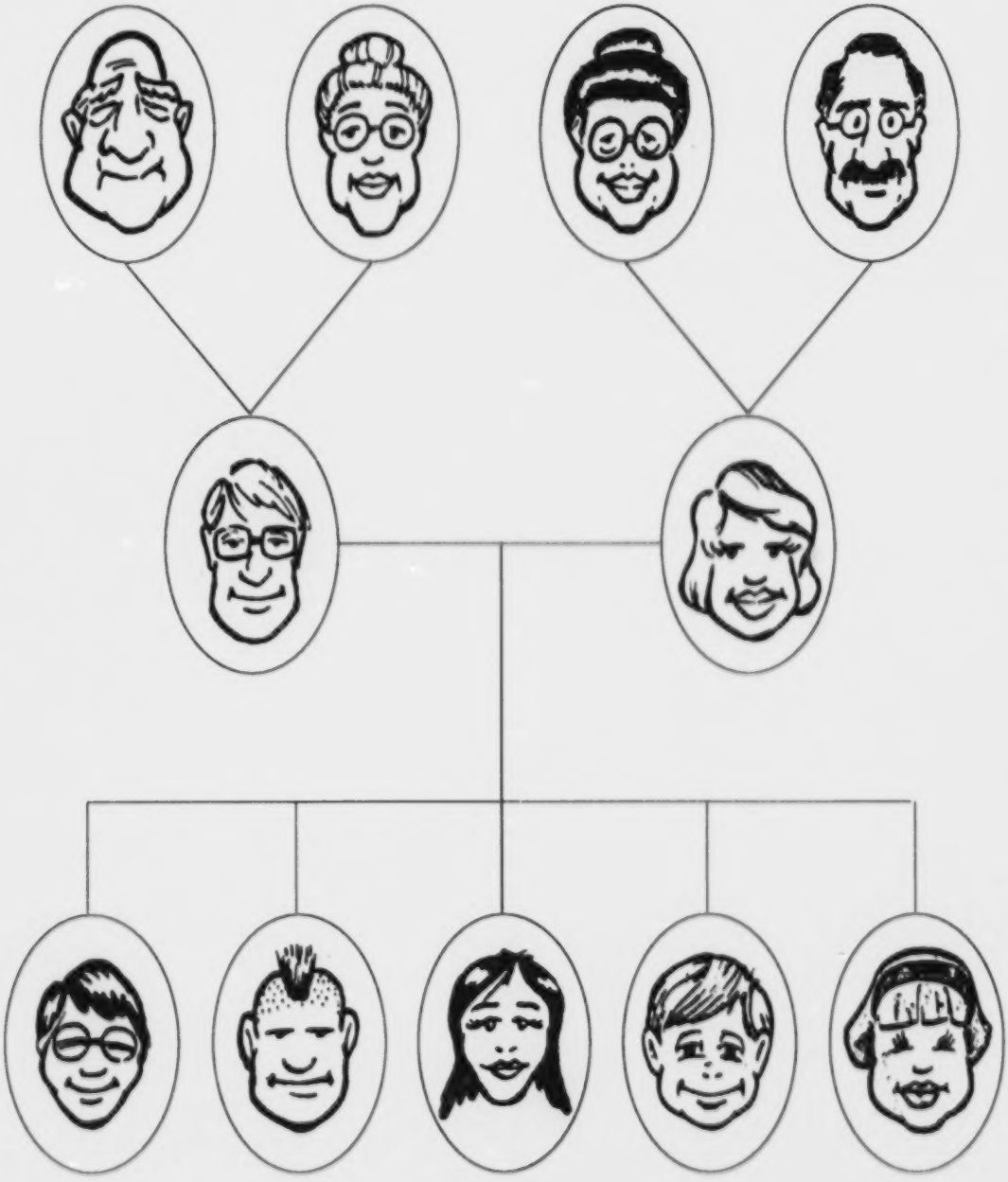
Survey. Students enjoyed this activity as it gave them an opportunity to talk about their families. The survey does not require written answers, so it is easy for those with literacy problems.

Family Tree. Students went to enormous efforts in drawing their family trees. Some students drew pictures of all the members of their family from grandparents to grandchildren. Many were assisted by their children and grandchildren. It was interesting to see that often all the names were written in their first language, except for the grandchildren, who were written in English. I had the family trees laminated for the students to keep.

Photos. Students gain a lot of pride and pleasure showing off their family photos.

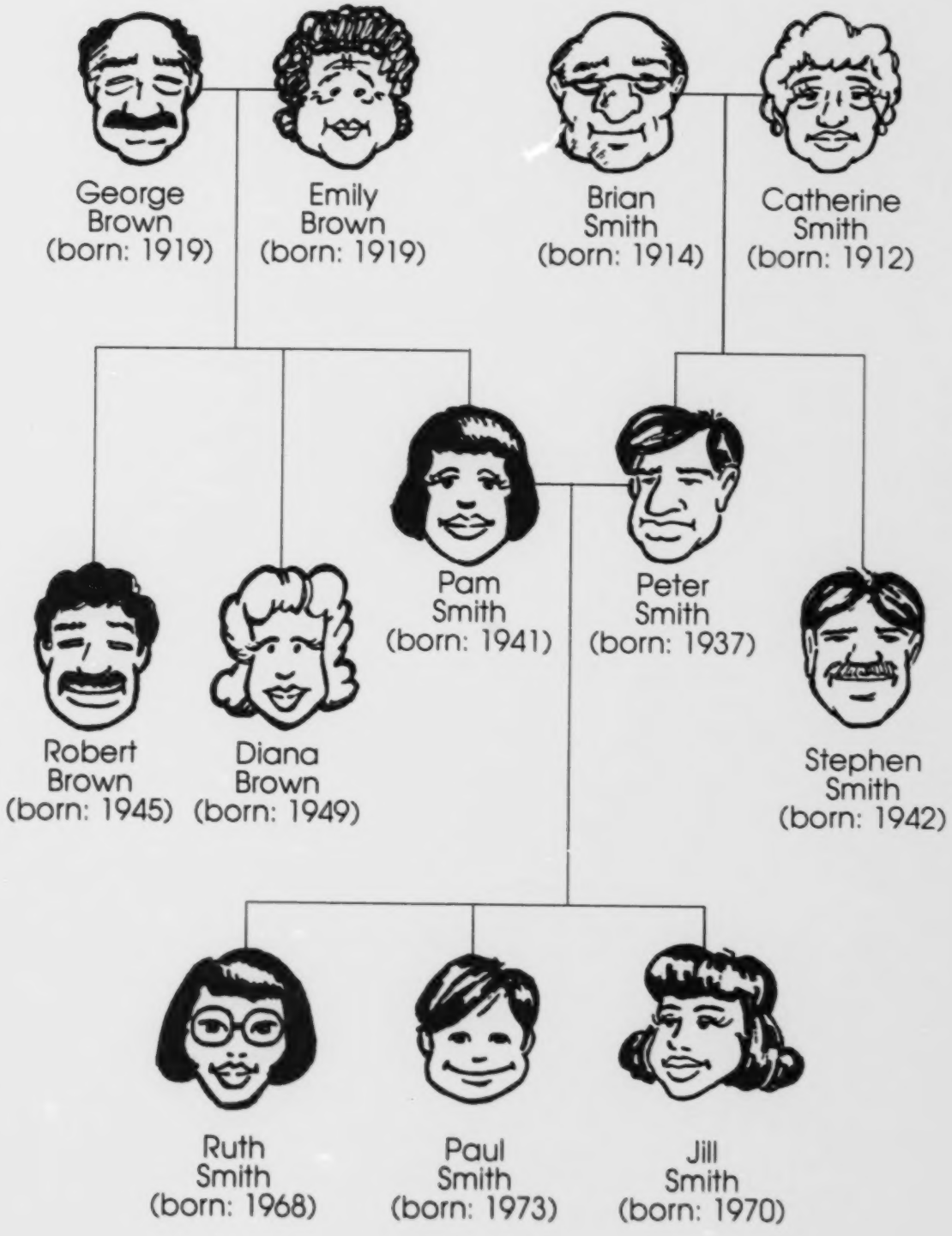
ACTIVITY 3

Sample Family Tree



ACTIVITY 3

The Smith Family Tree


George Brown (born: 1919)
Emily Brown (born: 1919)
Brian Smith (born: 1914)
Catherine Smith (born: 1912)
Robert Brown (born: 1945)
Diana Brown (born: 1949)
Pam Smith (born: 1941)
Peter Smith (born: 1937)
Stephen Smith (born: 1942)
Ruth Smith (born: 1968)
Paul Smith (born: 1973)
Jill Smith (born: 1970)

ACTIVITY 3 WORKSHEET 2

The Smith Family Tree

1 When was Ruth Smith born? _____

2 How many brothers and sisters has she got? _____

3 How old is Peter Smith? _____

4 What's his wife's name? _____

5 Has he got any sisters? _____

6 What's his father's name? _____

7 What's his mother's name? _____

8 How many daughters has he got? _____

9 Ruth, Paul and Jill have two uncles and one aunt. What are their names? _____

_____

10 Who is Pam's brother-in-law? _____

11 Who is Peter's sister-in-law? _____

12 Diana has one nephew. What is his name? _____

ACTIVITY 3

WORKSHEET 3

Your Family

How many _____ have you got?

	Name	Name	Name	Name
brothers				
sisters				
daughters				
sons				
nieces				
nephews				
granddaughters				
grandsons				
sons-in-law				

ACTIVITY 3 WORKSHEET 4

Your Family

Ask your partner

1 Are you married? _____

2 What is your wife's (husband's) name? _____

3 Do you have any children? _____

4 How many children do you have? _____

5 What is your child's name? (What are your children's names?)

_____ _____

_____

6 How old is your child? (How old are your children?)

_____

7 Does your child (children) live here or in another country?

_____

_____

8 Do you have any brothers and sisters? _____

9 How many brothers and sisters do you have? _____

10 Where do they live? _____

_____

11 Do you have any nephews or nieces? _____

12 How many nephews and nieces do you have? _____

13 Who do you live with? _____

_____

14 Do you have grandchildren? _____

15 How many grandchildren do you have? _____

ACTIVITY 4

My Classmate

1 Writing. Students ask their partner set questions. Students then fill in a cloze modelled on the questions asked. The students then draw a picture of their friend.

2 Listening. The teacher discusses all the vocabulary and ideas that may not be understood before listening to the tape - "My Friend".
Learners listen to the tape. They then answer questions by ticking the correct box.

Teacher's Evaluation

Students enjoy these structured activities, as well as communicative lessons. The questionnaire acts as a model for the written work, which is a piece of work they can show to their family as an achievement.

The students loved drawing pictures of their friends and it brought a lot of laughter to the class.

ACTIVITY 4 TRANSCRIPT 2

My Friend

Ask your partner

My friend's name is Marie. She is Timorese. She is 20 years old. Marie is 160 cm. tall and weighs about 58 kg. Her hair is black and her eyes are brown. She has an olive complexion. She usually wears a skirt and jumper to school. She wears jeans at home. Marie is very intelligent and very understanding. She has a good sense of humor. She always laughs at my jokes. Marie is a good athlete. She likes sports. She also likes music and children. We get along very well together.

ACTIVITY 4 WORKSHEET 1

My Friend

Listen to the tape and tick the correct box.

1 My friend's name is

- ☐ Max.
- ☐ Marie.
- ☐ Mary.

2 She is

- ☐ Timorese.
- ☐ Vietnamese.
- ☐ Japanese.

3 She is

- ☐ 19 years old.
- ☐ 20 years old
- ☐ 21 years old.

4 Her eyes are

- ☐ green.
- ☐ brown.
- ☐ blue.

5 She has a

- ☐ dark complexion.
- ☐ pale
- ☐ olive

6 At school she wears
- ☐ jeans.
- ☐ skirt and jumper.
- ☐ pants and jumper.

7 She always
- ☐ laughs.
- ☐ cries.
- ☐ giggles.

8 Marie is a good
- ☐ tennis player.
- ☐ dancer.
- ☐ athlete.

9 She likes
- ☐ music and dancing.
- ☐ music and children.
- ☐ eating and chocolates.

10 We
- ☐ hate each other.
- ☐ get along very well together.
- ☐ like each other.

ACTIVITY 4 WORKSHEET 2

My Classmate 1

Answer these questions.

1 What is your name? _____

2 Where are you from? _____

3 How old are you? _____

4 Where do you live? _____

5 Who do you live with? _____

6 Are you married? _____

7 Do you have any children? How many? _____

8 Do you have any grandchildren? How many? _____

9 Is all your family in Australia? _____

10 What do you do in your free time? _____

_____

_____

_____

ACTIVITY 4 WORKSHEET 3

My Classmate 2

Answer these questions.

My partner's name is _____.

He/She comes from _____.(country)

He/She is _____ years old. (age)

He/She lives in _____.(suburb)

He/She lives with his/her _____.

He/She is _____.(marital status)

He/She has _____ sons and _____ daughters.

He/she has _____ grandchildren.

Their family lives in _____.(countries)

In his/her free time he/she likes to _____

_____.

Draw a picture of your classmate.

ACTIVITY 5

Timeline

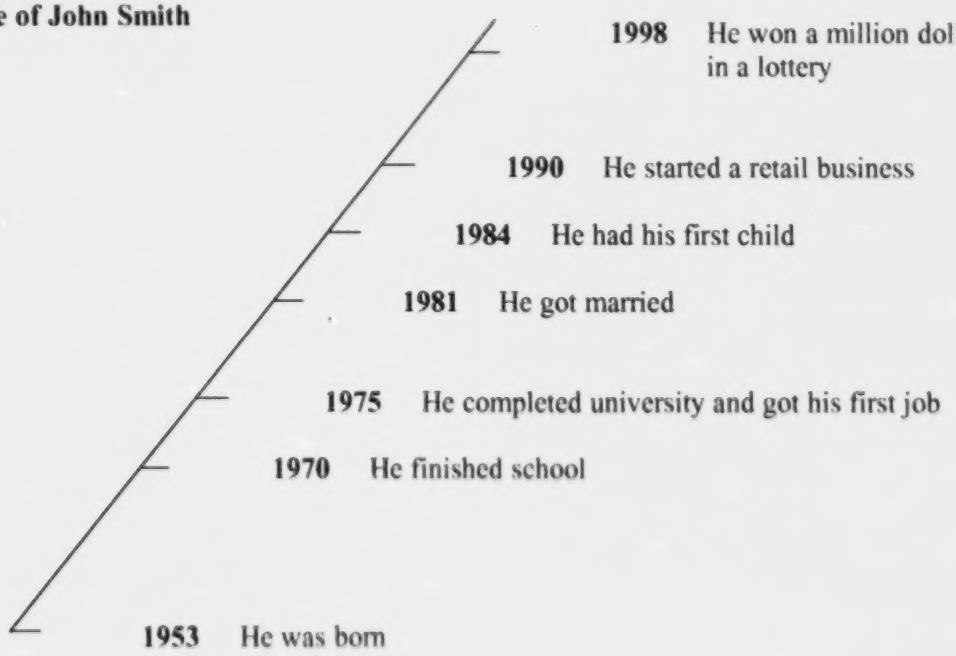
Teacher shows the class a timeline she has made of her life using cut-out pictures and photographs.

Students fill in a cloze about a timeline found in *The Beginners Choice* page 38.

Students make their own timelines. The weaker students put in basic information (birth, start school, marriage, arrival in Australia....). The students can make their timelines as detailed as they want. This does not put pressure on the weaker students as there is no set standard.

The teacher brings travel brochures of the learners' countries of origin, which she obtained from travel agents. The students used these to cut pictures out if they so desired. The students showed their timelines to the boys from M.H.S. and shared their life experiences.

Life of John Smith


1998 He won a million dollars in a lottery
1990 He started a retail business
1984 He had his first child
1981 He got married
1975 He completed university and got his first job
1970 He finished school
1953 He was born

Teacher's Evaluation

Students were very enthusiastic and enjoyed this activity immensely.

ACTIVITY 6

My Life

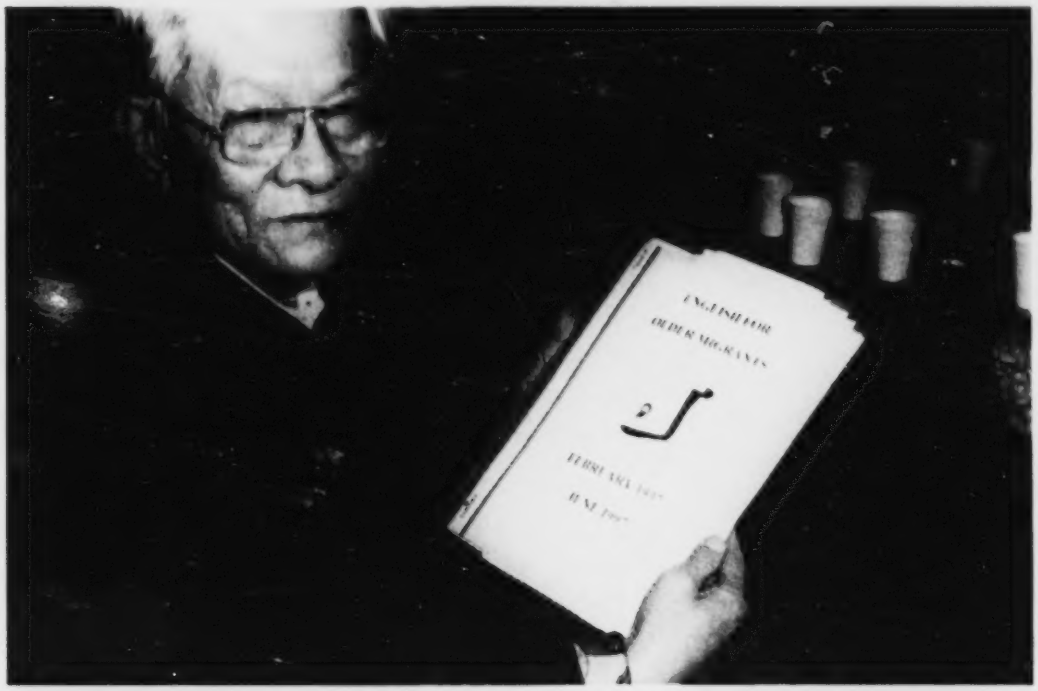
Listening. Students listen to a tape and then answer questions by ticking the correct box. The more advanced students completed a cloze exercise.

Writing. Students wrote about their lives. The weaker students completed a cloze, while the more advanced students wrote their own stories using the cloze as a model if they desired.

The teacher typed up their stories and they were presented to them in a book of their work at the end of term.

Teacher's Evaluation

The more advanced students enjoyed this lesson, the weaker students found it too difficult. The cloze should have been one sentence per line for the weaker students, as they tend to get confused if they see too much writing.



ACTIVITY 6 TRANSCRIPT 3

My Life

My name is Gillian Marks. I was born in Melbourne, Australia in 1953. I have an older sister and a younger brother. My family is not poor or rich, we are middle class. My father is an electrician and my mother a wonderful housewife. I went to the local state school till grade 6 and then went to Mc Robertson High School until year 12. After I finished school I went overseas to study at the Hebrew University of Jerusalem in Israel. I studied there for two years and then returned to Australia because I missed my family. I completed my studies at Melbourne University and then got married. I started work as a primary teacher and taught for five years until I started a family. I have three children, two sons and a daughter.

In 1992 I went back to university to learn how to teach English as a second language. When I finished I got a job working for AMES and have found it very rewarding.

ACTIVITY 6 WORKSHEET 1

My Life

Tick the correct box.

1 My name is

- ☐ Gillian Marks.
- ☐ Julian Marks.
- ☐ Gerald Marks.

2 I was born in

- ☐ Sydney, Australia.
- ☐ Brisbane, Australia.
- ☐ Melbourne, Australia.

3 My family is

- ☐ poor.
- ☐ rich.
- ☐ middle class.

4 My father is an

- ☐ electrician.
- ☐ housewife.
- ☐ teacher.

5 I went to high school until

- ☐ year 9.
- ☐ year 12.
- ☐ year11.

6 After school I went to

- ☐ Istanbul.
- ☐ India.
- ☐ Israel.

7 I studied there for

- ☐ 6 years.
- ☐ 2 years.
- ☐ 4 years.

8 I returned to Australia because

- ☐ I missed my family.
- ☐ I got sick.
- ☐ I wanted to.

9 After I finished university

- ☐ got sick.
- ☐ got married.
- ☐ got a car.

10 I taught for

- ☐ 5 years.
- ☐ 2 years.
- ☐ 4 years.

11 I have

- ☐ 1 son and 2 daughters.
- ☐ 3 sons and 1 daughter.
- ☐ 2 sons and 1 daughter.

12 In

- ☐ 1990 I went back to university.
- ☐ 1993 I went back to university.
- ☐ 1992 I went back to university.

13 I now teach at

- ☐ ANZ.
- ☐ AMES.
- ☐ ACTU.

ACTIVITY 6 WORKSHEET 2

My Life

Write the correct word in the space.

My name is Gillian Marks. I was born in _____,
Australia in _____.
I have an _____ sister and a _____ brother.
My family is not _____ or _____, we are
_____ class. My father is an _____ and my
mother a wonderful _____. I went to the local state
_____ till grade _____ and then went to Mc
Robertson _____ _____ until year
_____. After I finished school I went _____ to
study at the Hebrew University of Jerusalem in _____.
I studied there for _____ years and then returned to
_____ because I missed my _____.
I completed my studies at Melbourne _____ and then
got _____. I started work as a _____
_____ and taught for _____ years until I
started a _____. I have _____ children, two
_____ and a _____.
In _____ I went back to university to learn how to
teach _____ as a _____ language. When I
finished I got a _____ working for _____ and
have found it very _____.

ACTIVITY 6 WORKSHEET 3

My Life

Write the correct word in the space.

My name is _____. I was born in

_____ , (city) _____ , (country)

in 19_____ . (year)

My family was _____ , (poor/ rich/middle-class).

My father was a _____ , (occupation).

I had _____ sisters and _____ brothers.

I started school in 19_____ and finished in 19_____ . After I

finished school I _____. (occupation)

I got married in 19_____ .

We had _____ sons and _____ daughters.

We left _____ (country) because _____

_____in 19_____ .

We left by _____ (transport) and went to

_____ (country).

We came to Australia in 19_____ .

We are _____ (happy/ sad) here.

ACTIVITY 7

School

This activity aimed to give the older student a better understanding of the education system that their children and grandchildren are involved in.

Students visited the local primary school. They were given a tour of the school by two students (aged 11): one spoke Mandarin and the other Vietnamese.
The older learners were shown the different rooms and facilities. They sat in on a classroom activity and watched six year olds work on the computer.
They were delighted to see work displayed in both English and other languages (Vietnamese, Mandarin and Turkish).
They were enthralled to see children working in groups, on the floor, at desks and teachers moving around the classrooms helping where necessary.

In follow up lessons the students revised new vocabulary about the primary school, e.g. staff room, sick bay, canteen . . .
Pronunciation: stress and syllables
Worksheet matching name of place with activity.

The students discussed the differences between schools in Australia and their countries. On the board the teacher made two columns Australia, country of origin, and wrote the students' comments.

The students formed groups of 3 to 4 students and discussed the advantages and disadvantages of the education system in Australia. A leader then told the teacher what was discussed and the teacher wrote it on the board. It was important that the groups were properly balanced, with a more advanced student acting as the leader. The students discussed in their own language as well as in English, using the vocabulary worksheet to help them.

Susan Cornish, *Making Contact: Your Child's School* has some good activities and a video that can be used if you want to develop this topic.

Some students showed interest in a maths worksheet that one of the classes in the primary school was given, and so the teacher developed a simple worksheet naming the maths functions: addition, subtraction, multiplication, division.

Teacher's Evaluation

The older learners enjoyed the excursion to the primary school. They said they were envious of the facilities the children have today compared to when they went to school. The primary school was most accommodating and let the older learners into all the classrooms and encouraged them to look around and watch. The two students showing the older learners around were fantastic. They put the older learners at ease and they were not shy to answer questions.

The follow-up activities, particularly the group discussion with a leader reporting back to class, was a great success. The students discussed the topics in their own language and reported back in English. This allowed the students the freedom to express their thoughts and concerns about education in Australia. This led to an open discussion about the advantages and disadvantages of education today.

ACTIVITY 7

WORKSHEET 1

Primary School

Match the room with its use.

Room	Use
library	maths equipment is kept in here
staffroom	children play music in here
general purpose room	children read and borrow books from here
playground	teachers eat and rest in here
canteen	children play here
music room	this room is used on rainy days and inside activities
sick bay	children buy food from here
art room	sick children come here
sports room	children draw pictures in here
maths room	sports equipment is kept in here

ACTIVITY 7 WORKSHEET 2

Class Discussion: differences and similarities

I think that school in Australia is:

- ☐ the same as school in my country of origin.
- ☐ a little different from school in my country of origin.
- ☐ very different from school in my country of origin.

The main differences are:

The main similarities are:

ACTIVITY 7 WORKSHEET 3

Class Discussion: advantages and disadvantages

Working in groups, discuss the advantages and the disadvantages of school in Australia.

Write the group's ideas on this page.

Explain the group's ideas to the rest of the class.

Disadvantages of school in Australia	Advantages of school in Australia

ACTIVITY 8

Leisure Time

General discussion about what students did in their leisure time when they were young. Talked about old movies, music, dancing, games (hopscotch, hide and seek....)
Looked at equipment found in a playground: *Neighbourhood parks. The Oxford Picture Dictionary.*

This discussion was developed further, with the Melbourne High School boys showing the older learners how to play computer type games on Gameboy and Sega gamegear.

Teacher's Evaluation

Students were keen to know the names of games, play equipment and sports. They liked talking about their youth and what they did with their friends.

The conversation practice with the Melbourne High boys was a great success, especially when they showed the older learners how to play computer games.

ACTIVITY 9

Wedding

Students sat in a circle and discussed their weddings - where, when, did they have a big reception, religious ceremony, something special about it . . .

We looked briefly at different customs in different cultures - Jewish, Muslim.

The students wrote about their weddings. The weaker students filled in a cloze whilst the more advanced students wrote their own stories. These stories were typed up by the teacher and presented to the students in a book at the end of term.

The students read a Dear Jill letter from the *Beginners' Choice*, page 8. The students discussed the problem the woman had in her marriage and then gave advice.

Once again this topic was reinforced by the Melbourne High boys in conversation groups.

Teacher's Evaluation

Due to the lack of time, as the course was coming to an end, the teacher felt this topic was rushed and could have been expanded by showing videos of different types of weddings, visiting different ethnic museums, churches and reading articles about unusual weddings.

The Dear Jill letter was the catalyst for a lively discussion on the roles of men and women in marriage.

ACTIVITY 9 WORKSHEET

My Wedding

Write the correct words in the spaces

I got married in 19 _____ in _____ (country)

to _____ . (name)

I wore _____ .

My husband/ wife wore _____ .

We were married by _____

We had a _____ party. We had _____ guests.

The party was at _____ .

The thing I remember about my wedding was

_____

_____

_____

_____

_____

_____

_____

ACTIVITY 10

Radio 3ZZZ

The older students together with Melbourne High School (M.H.S) boys were given a tour of the radio station. They were given a programme of the different languages and the times they were programmed.

The older students were put into groups of four and interviewed by the M.H.S. boys on radio.

They spoke about those topics discussed in class over the previous ten weeks - family, schooling, weddings, why they came to Australia . . .

The interviews were edited and played on air on a session for older migrants called *The Golden Years*.

Teacher's Evaluation

Fantastic success.

Students were nervous at first but settled down and together with M.H.S. boys produced an extremely interesting programme. The teacher was invited to bring her students back next term and have the students interviewed on the topic of food.

UNIT 4 COMMUNITY SERVICES

The goal of this semester of work was to provide a safe, supportive learning environment for long-term residents with little or no experience of previous English classes and/or schooling in their childhood. The classes were for 2½ hours, twice a week. A long break of 20 minutes or so in the middle gave students a chance to relax, talk to the other students and have coffee and biscuits, which were also provided.

The focus of the class was on speaking and listening rather than reading and writing. The initial interview and a consequent formal needs analysis confirmed that these women wanted to learn vocabulary and dialogues, for example, what to say to neighbours, language for the telephone and for speaking to the doctor. Their immediate needs were not for literacy skills. The majority of the women could not easily read written worksheets and the alphabet was unfamiliar. They did not feel a need to learn to write in this class.

The main aim of this course was to overcome the learning barrier of short-term memory loss, which has long been considered a problem for older learners both by teachers and the learners themselves. Another barrier to learning is a lack of belief in the ability of the older person to learn - a belief often held by the learners themselves, their family and friends, and even teachers (Green and Piperis 1987, p.1).

To give this group of students the best possible chance of learning and remembering what they learned, the classroom was set up in the most welcoming manner possible. Flowers were on the table, the room was clean and warm and special "daylight" fluorescent lighting was installed. This pattern continued with every class.

In line with accelerated learning techniques a selection of classical music was played continually during the lessons. Particular classical music is believed to stimulate learning (for example music by Mozart - described as "active learning music") whilst some baroque classical music, e.g. some of Vivaldi's concertos (described as "passive learning music") is believed to assist the learner to retain what has been studied if played during a period of revision. More information about this technique can be found in *Accelerated Learning*, p. 84 - 89 and in *Super Learning*.

The first and each successive lesson began with the students sitting on chairs in a circle. The initial objective was to learn something about each other and to create class cohesion. In successive classes the circle was used to revise language introduced in previous classes. The students who may have been familiar with more formal classroom seating did not complain, and in evaluations stated that they enjoyed the format. The room was always set up in the same way before the students arrived.

The first half of the lesson was used for discussion, revision and any new language that came out of the discussion. A large, soft ball was thrown to a student who was required to answer a question or practise a particular dialogue or vocabulary item. This focuses the speaker and the group on what is happening, as anyone in the circle may be the next person to receive the ball. The students all enjoyed this and showed appreciation if a slower learner was able to remember the practised dialogue.

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Trapezium tables, joined to accommodate 4 - 6 people, were set up in another part of the room, and when the revision/discussion section of the lesson was finished and a new language item was to be introduced, the students moved to the tables. There were coloured texta pens on the table for the students to write with. (This is another technique aimed at improving memory retention. It is easier to visualise and thus remember something which has been written in colour than in black and white.)

Another technique which was used to help the learners retain the new language was Brain Gym ®, a form of Kinesiology which has been used for many years all around the world to prepare people to learn and to assist those with learning difficulties. There are sets of simple movements which enhance listening, reading, writing and remembering. Fundamental to Brain Gym is the drinking of water, so water and glasses were provided on a table. The teacher of this class had some prior knowledge and previous training in this methodology. It was only another aid, and by no means vital to the procedure. A book is available commercially and is listed in the bibliography.

At the end of each class the students sat quietly and listened to the "passive music" as the teacher revised what had been studied during the lesson.

Revision – Cassettes to take home

Students also were given individual cassettes to take home, with the new language from each lesson spoken over a background of the "passive music".
Thus they had access to all the dialogues and vocabulary studied in the class. Students who missed classes were able to listen and get an idea of what had been taught. The cassettes gave the students time to revise and remember at their own pace, without pressure. The keener students were able to feel a sense of achievement when the language was practised in the circle at the next lesson

In summary

- chairs in a circle (set up before class starts)
- classical music
- coloured pens
- cassettes for revision
- Brain Gym exercises, flowers and water as extra attempts to help learners retain new language.

It is very important for older learners to understand why the teacher is using certain techniques, as their experience of a classroom and teaching approaches would, most likely, be different from those used currently (*Byrne* 1985, p.21). All activities, especially the Brain Gym, were explained to the students as well as possible given the level of English in the class. The Brain Gym was explained by interpreters who attended the course to help with a formal course evaluation.

Teacher's Evaluation

The students enjoyed the classes and the activities, including the Brain Gym, but overall the most effective technique for remembering the new language was the time spent at home revising and listening to the cassettes. The students who spent the time to review the work improved much more than those who did not listen at home or did not listen often.

ACTIVITY 1

Learning Student's Names

The objective of this activity is for the teacher to get to know the students' names and for the students to learn their classmates' names. Students sit in a circle. Students say own name only around the circle and back again the other way. This is done a few times until everyone has heard all the names. The teacher then asks if anyone can say everyone's name. If someone tries and gets all the names correct then everyone claps. With this exercise the students will quickly learn each other's names and the correct pronunciation.

After all the students' names are familiar, the teacher models the following:

My name's Mary. What's your name?

Teacher throws ball to one student who will be able to achieve the correct response. This is a model for the other students. If one student can't respond correctly the teacher takes the ball back and models with another student. This continues until the student who didn't understand has heard the dialogue modelled several times and can remember it.

Teacher's Evaluation

It was not easy for all students to remember the dialogue exactly, but it served to reinforce the names and was used to commence each successive class for a few weeks until everyone could repeat the dialogue and respond correctly.

ACTIVITY 2

Chant

This activity was used to continue the theme of names and to give the students with a higher ASLPR level (1-1+) something more challenging and interesting than a simple dialogue.

Chant - "Tell me your name". Teacher models the chant and students repeat it. Eventually the students are able to respond to the chant as a dialogue. For example, Teacher: "Tell me your name". Student "My name is . . . " After hearing the dialogue enough times students then role play the dialogue in pairs.

Teacher's Evaluation

All the students enjoyed this activity. The higher students were able to ask the dialogue questions and the lower students responded so that everyone was involved.

Revision Cassette – Names

The Activity 1 dialogue as well as the entire Chant "Tell me your name" were recorded on the cassette over the background "passive" music. Each student had a cassette to take home and practise with.

ACTIVITY 2 — CHANT

Tell Me Your Name

Tell me your name again please.
Tell me your name.

Tell me your first name.
Tell me your last name.

Spell your name for me please.
Spell your name.

Pronounce your name for me please.
Say it again.

What a beautiful name.
What a lovely name.

ACTIVITY 2 WORKSHEET

Chant – Tell Me Your Name

One student asks another student . . .

Tell me your name.

_____

Tell me your first name.

_____

Tell me your last name.

_____

Spell your name for me please.

_____

Pronounce your name for me please.

_____

Say it again.

What a beautiful name! What a lovely name!

ACTIVITY 3

Country of Origin

This activity was done in the circle immediately following the "What's your name?" dialogue to let the students in the class know where each one came from. (It is important for the students to be acknowledged in this way.)

Using a map of the world the teacher elicits the country of origin from students. All students look on the map to find their countries.

Dialogue

"I come from Australia. Where do you come from?"

Teacher throws the ball to a student who is able to answer correctly and provide a good model to the other students.

"I come from _____." Student throws the ball to another student.

"Where do you come from?"

This is practised around the circle using the ball.

Combine Activities 1 and 3 using the ball until everyone can respond correctly.

This activity was repeated at the beginning of each lesson to revise the dialogue and to help the students remember it.

Teacher's Evaluation

These activities can be practised for weeks as there will usually be one or two students who don't remember them. It is affirming for the students who can remember to be able to repeat the dialogues correctly and to have the other students recognise their skill. This was an effective activity which the students enjoyed. The ball helped to focus the group so that everyone was listening carefully to the responses.

Revision Cassette

The dialogue was recorded over the "passive" music.

ACTIVITY 4

Alphabet Concentration

The objective of this activity is to familiarise the students with the letters of the alphabet in lower and upper case and to help them remember them, in an informal atmosphere.

Letters of the alphabet - on cards: one set of capital letters and one of lower case. Cards are turned face down and students try to remember the location and find pairs of matching letters - one capital and one lower case. The game is played around the table in a clockwise direction. One person turns over a card and leaves it face up and then turns over another one, also leaving it face up in the hope of finding the "pair"ß. If it is a pair then the person takes the two cards and turns up another two cards. This continues until the first person is unable to find a card which matches the one turned over. Then the next person has a chance to turn up two matching cards by remembering where the other cards were. It is important that everyone at the table can see the cards which are turned over so they can try and remember where to find them, and also that the position of the cards is not changed.

The person with the highest number of 'pairs' is the winner. A chocolate is a great prize!

Teacher's Evaluation

This is a most enjoyable activity for both the students and the teacher. It can take quite a long time to play so it should be scheduled during the lesson rather than at the end, so that it can be finished. Some time spent before the game letting the students hear and practise the letters of the alphabet is a good idea.

ACTIVITY 5

Likes and Dislikes

The objective of this activity is for the students to ask each other questions and to write the answers. It is important to use a very simple survey form with only Yes/No answers. The students may have to be shown the spelling for Yes and No and where to write them on the grids. It is a good idea to model the asking of the questions with one student so everyone can understand what is expected.

The students practised asking the questions:

- Do you like shopping?
- Do you like dancing?
- Do you like cooking?

They then asked six other students the questions and wrote their responses.

The surveys could then be used for reading practice. Students were asked:
Does _____ like shopping?

The students look at their surveys and respond with "Yes" or "No".

Teacher's Evaluation

The students really enjoyed this activity and were very interested when somebody responded with a negative answer. The activity gives the students an opportunity to use their new language in a real situation, to find out something about the other students.

Revision Cassette

The question and answer were recorded and then a question asked again with a chance for the student to respond to the cassette.

- "Do you like shopping?" "Yes, I like shopping".
- "Do you like shopping?" "_____"
- "Do you like dancing?" "Yes, I like dancing."
- "Do you like dancing?" "Yes, I like dancing."
- "Do you like cooking?" "No, I don't like cooking."

Other questions to ask:

- Do you like . . . walking on the beach?
  talking to friends
  listening to music
  singing
  travelling
  sewing
  knitting

ACTIVITY 5

WORKSHEET 1

Likes and Dislikes

Ask six students . . . Do you like?

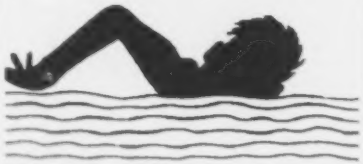
Name	Cooking	Dancing	Shopping

ACTIVITY 5

WORKSHEET 2

Likes and Dislikes

Ask six students . . . Do you like?

Name	Swimming	Talking to friends	What do you like to do?
			

ACTIVITY 6

Clothing

Vocabulary requested by students during the lessons:

shoes	socks	pantyhose	slacks
trousers	track-suit	track-suit pants	jumper
cardigan	jacket	suit	scarf
earrings	bracelet	wristwatch	ring

The vocabulary was learned while students were sitting in the circle.

In order to use the vocabulary the structure: "Rosa is wearing ....."
was introduced.

After the students had listened to the vocabulary over a period of several lessons, and to the revision cassette, it was possible to ask: "What is Evelina wearing today?" and throw the ball to a student.

Worksheets were used over a period of a few lessons to reinforce the new language.

Teacher's Evaluation

The students were interested in this vocabulary because they had introduced it and would use it in the future when shopping or talking to others about clothing.

The students enjoyed being able to describe another person's clothing and the cloze exercises were particularly enjoyed by the higher level students, who needed a challenge.

Revision Cassette

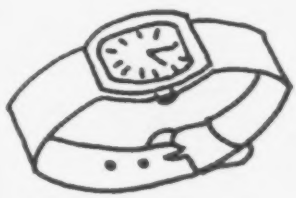
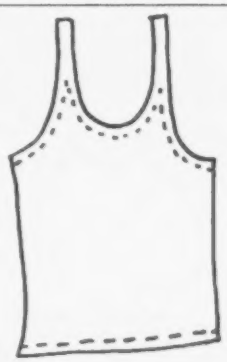
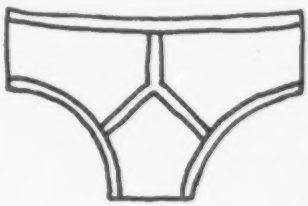
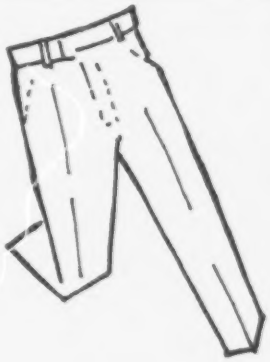
The vocabulary was spoken onto the cassette over the "passive" music and linked to students in the class with examples.

cardigan "Nilda is wearing a blue cardigan."

ACTIVITY 6 WORKSHEET 1

Clothing

Fill in the missing letters to complete the words

 wat__ __	gla__ __e__	r__ n__
 s__ng__et	 p__ __ts	 __ __ou__ers
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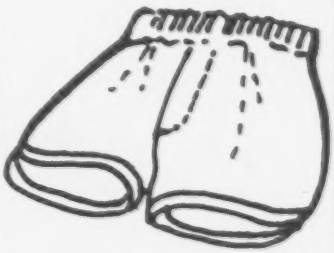
th _ _ gs	 sh _ _ ts	d _ e _ _

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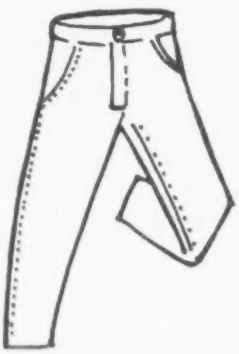
__ __irt	 j__ __ns	sk__ __t
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ACTIVITY 6 WORKSHEET 2

Clothing

Describe what three classmates are wearing.

1 _____ is wearing a _____

_____

and _____

_____

2 _____ is wearing a _____

_____

and _____

_____

3 _____ is wearing a _____

_____

and _____

_____

ACTIVITY 7

Parts of the body

A series of activities were undertaken over a period of a few lessons to trial the topic and worksheets, which had been developed for use in the other pilot classes. It was quickly discovered that the worksheets and dialogues would need to be modified for this group of students.

The objective of this activity was to give the students the necessary vocabulary to discuss parts of the body and continue with dialogues for speaking to the doctor and telephoning for an appointment.

In the circle the parts of the body were elicited from the students. When they didn't know the name it was supplied by the teacher.

What's this? Eye
What's this? Nose
What's this? Knee etc etc.

When students are familiar with the words (maybe in the next lesson) a numbered drawing (see page 50) of the body can be handed out, (enlarged to A3 size for ease of reading) with cut out names of the parts of the body (page 49) which students can place on the paper.

Follow up this activity with the worksheet, where the students must match numbers with parts of the body (see page 50).

This can be followed up with copying the names as a writing exercise. *Parts of the Body Worksheet 1* good for higher students. Pictures used for *Picture Bingo (Activity 12)*.

Teacher's Evaluation

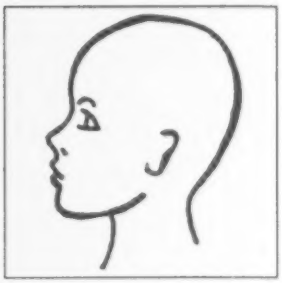
This activity was very successful. All students were completely involved in the matching exercise and very pleased with themselves when they were correct.

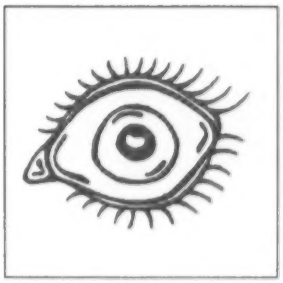
Revision Cassette

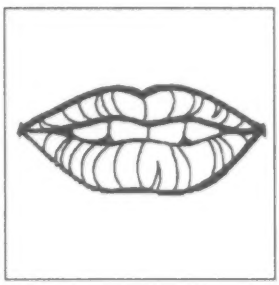
The vocabulary was spoken onto the cassette over the "passive" music.

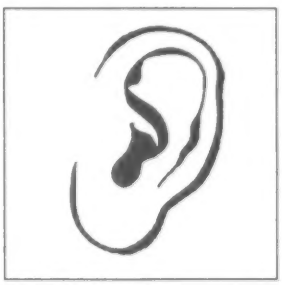
ACTIVITY 7 WORKSHEET

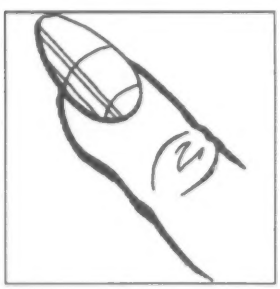
Name the parts of the body

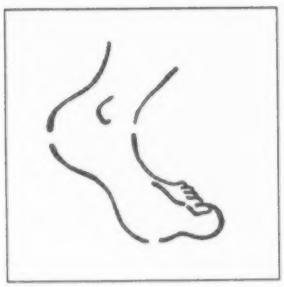


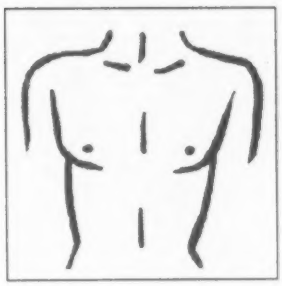


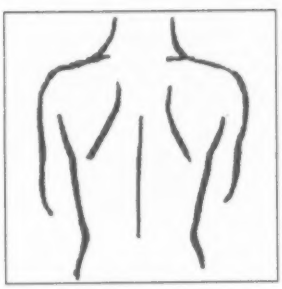


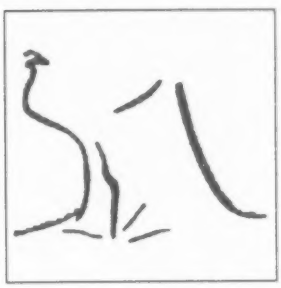


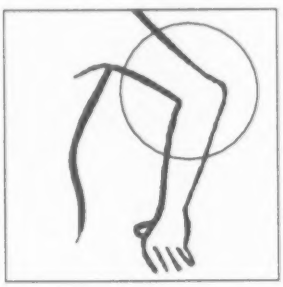


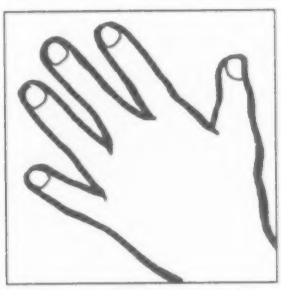












ACTIVITY 8

What's the matter?

The aim of this activity was to present some vocabulary the students could use in discussing symptoms with the doctor or hospital. The students had indicated in the initial needs analysis that this was important for them to learn.

Initially, the topic was discussed in the circle at the beginning of a class in order to elicit some vocabulary. However, this was not very successful as the students were unfamiliar with the technique of roleplay. Students then moved to the tables and worked on the "I've got a _____" exercise from *Signposts*. This introduced some basic vocabulary which the students copied into the space under the relevant picture. The pictures helped initially with eliciting the vocabulary.

Teacher's Evaluation

The pictures on the worksheets provided a clearer idea of the purpose of the activity than the teacher's miming and roleplay activities. Although several attempts were made in subsequent lessons to have the students roleplay "having a headache" or "sore throat" etc. they were never successful. The worksheets with pictures were easier to understand. They enjoyed thinking about the spelling and copying the words.

A further worksheet - "What's the matter?" was introduced in a subsequent lesson to reinforce the vocabulary, and learn some new words. This was a successful activity. They enjoyed copying the words and learning new vocabulary.

Revision

These vocabulary items were revised over several lessons whilst the students sat in the circle at the beginning of each class. The teacher asked the question: "What's the matter?" and mimed a headache or backache, etc. The students answered but were not able to ask each other the questions. The vocabulary was spoken onto the take-home cassette over the 'passive" music for home revision in the same form:

"What's the matter?" "I feel dizzy".
"What's the matter?" "I've got a headache".

ACTIVITY 8 WORKSHEET

What's the matter?

Fill in the missing words under each of the drawings below.

headache	toothache	broken leg
sore throat	cold	sore back
stomache ache	bad cough	broken arm
temperature	measles	pregnant

1 She's got a _____

_____

2 She's got a _____

_____

3 She's got a _____

_____

4 He's got a _____

_____

5 He's got a _____

_____

6 He's got a _____

_____

7 He's got a

_____

_____

8 She's got the

_____

_____

9 She's

_____

_____

10 He's got a

_____

_____

11 He's got a

_____

_____

12 He's got a

_____

_____

ACTIVITY 9

Visit to the Doctor

Reading: *Visit to the Doctor* by Pam Harris

By now the students were familiar with the necessary vocabulary and enjoyed reading and listening to this very short story. It is about telephoning for an appointment at the doctor's and later discussing a personal problem with the doctor. The story was a good introduction to the next activity - telephoning for an appointment.

The story was read and revised over several lessons to ensure the students were familiar with the vocabulary and to prepare them for the next topic - telephoning.

Teacher's Evaluation

The students who could read a little enjoyed reading along with the teacher. The others were happy to listen. They all understood it after any difficult vocabulary was explained. Two or three were able to read aloud to each other, which gave them confidence. The entire story was recorded onto the cassette so it could be listened to at home while the students followed the words in their books.

ACTIVITY 10

Making an appointment (Worksheet included in Unit 2 page 55)

Some vocabulary for making an appointment was elicited from the students. (They were familiar with the vocabulary from the previous story). Then the dialogue was introduced. It was read to the students in full. The students had a copy to read at the same time. The dialogue was repeated until it was familiar and then the teacher played the part of the receptionist and the class responded as the patient. This was practised over several lessons and was also spoken onto the take home-cassette.

After a few lessons and time to practise at home, it was possible for some of the students to practise with each other. The dialogue was learned "by heart".

Teacher's Evaluation

The students enjoyed learning the dialogue and being able to use it successfully in pairs. It was explained at this stage that eventually the students would be telephoning the other teacher and using this or another dialogue to make an appointment over the phone. This was not generally believed at the time.

One very successful activity was to bring two old telephones into the classroom. They were on the table when the students arrived. The students went straight to the tables without being asked, sat down and began practising together. It was rewarding for everyone.

One outcome of this activity was a realisation by the students that they would need to be able to spell their names and possibly their addresses in order to use the telephone to make appointments. So another activity became part of the normal routine in the class - learning the alphabet and spelling.

ACTIVITY 11

Using dialogues for the telephone

Several dialogues were introduced to the students in order to prepare them for the exercise of telephoning the other teacher in person to make an appointment.

Over a series of lessons the students became familiar with the dialogues for using the telephone. The practised together in pairs and with the teacher. The dialogues were also recorded onto the take home cassette. After at least 6 weeks the students seemed ready to try the telephone experience.

Teacher's Evaluation

Learning and using the dialogues was quite difficult for some of the students and the knowledge that they would have to use them in the future caused a little anxiety. It was not an activity they had asked for but had been part of the curriculum activities used successfully with Groups 1 and 2. These activities were being trialled for the project.

The telephoning exercise was not entirely successful. Several students tried to read the dialogue and were unable to cope with any word which was not in the dialogue that they remembered. One student tried to use the wrong dialogue entirely. One of the problems was that they took over the activity without the teacher. They called each other to the phone without waiting for the teacher to give instructions as she was taking the rest of the students in a class. It was quite a relief for all concerned once the pressure to learn the dialogues was off. Interestingly though, several students claimed they could now make an appointment on the telephone when asked in the final evaluations.

The topic of health was revised throughout the rest of the classes in order to keep the vocabulary familiar.

Bingo was one successful revision technique (see activity 12).

ACTIVITY 11 WORKSHEET 1

Making an appointment

Receptionist: Good morning, Collingwood Health Centre.

You: Hello. Can I make an appointment to see the Doctor, today?

Receptionist: What's the matter?

You: I have pains in my chest. I want to see the doctor quickly.

Receptionist: O.K. Can you come in now?

You: Yes.

Receptionist: What's your name?

You: _____

Receptionist: Can you spell that?

You: _____

Receptionist: Have you been here before?

You: No.

Receptionist: O.K. Well, see you soon Mrs.

You: Yes. Thank you. Bye.

ACTIVITY 11 WORKSHEET 2

Changing an appointment

Receptionist: Good afternoon. Richmond Clinic. Can I help you?

You: Yes. I want to change my appointment. I have an appointment for 2.00 o'clock today but I can't come.

Receptionist: What's your name?

You: _____ _____

Receptionist: Can you spell that?

You: _____ _____

Receptionist: When do you want to come?

You: On Wednesday, in the afternoon.

Receptionist: Mmm Let me see. Yes, I can give you an appointment at 4.00 on Wednesday. Is that O.K.?

You: Yes, that's fine. Thank you.

Receptionist: O.K. See you at 4.00 on Wednesday.

You: Yes. Thank you. Bye.

ACTIVITY 11 WORKSHEET 3

Emergency telephone call

000: Good afternoon. Richmond Clinic. Can I help you?

You: Yes

000: Which service do you want? Police, Fire or Ambulance?

You: Ambulance, please.

000: Hold the line, please.

Ambulance: Ambulance Service. What's your telephone number?

You: 9 _____

Ambulance: O.K. What's the matter?

You: My friend has collapsed. She is not moving.

Ambulance: O.K. What's your name?

You: _____

Spelt: _____

Ambulance: Where are you? What address?

You: _____

Ambulance: O.K. We'll send an ambulance soon.

You: Thank you. Please hurry. Bye.

ACTIVITY 12

Picture Bingo: Parts of the Body and Symptoms

Using the pictures that were already familiar to the students, a set of sheets were made with 15 different pictures - some of parts of the body and some of symptoms or health problems from the worksheets which had been used in class. There was one for each person in the class. Each sheet was different.

The students were already familiar with the game of Bingo which is played in social clubs, often for small amounts of money.

First it is a good idea for the teacher to be sure the students can identify the pictures, so taking a few minutes to ask the students to name the pictures on their sheets is worthwhile.

Rules

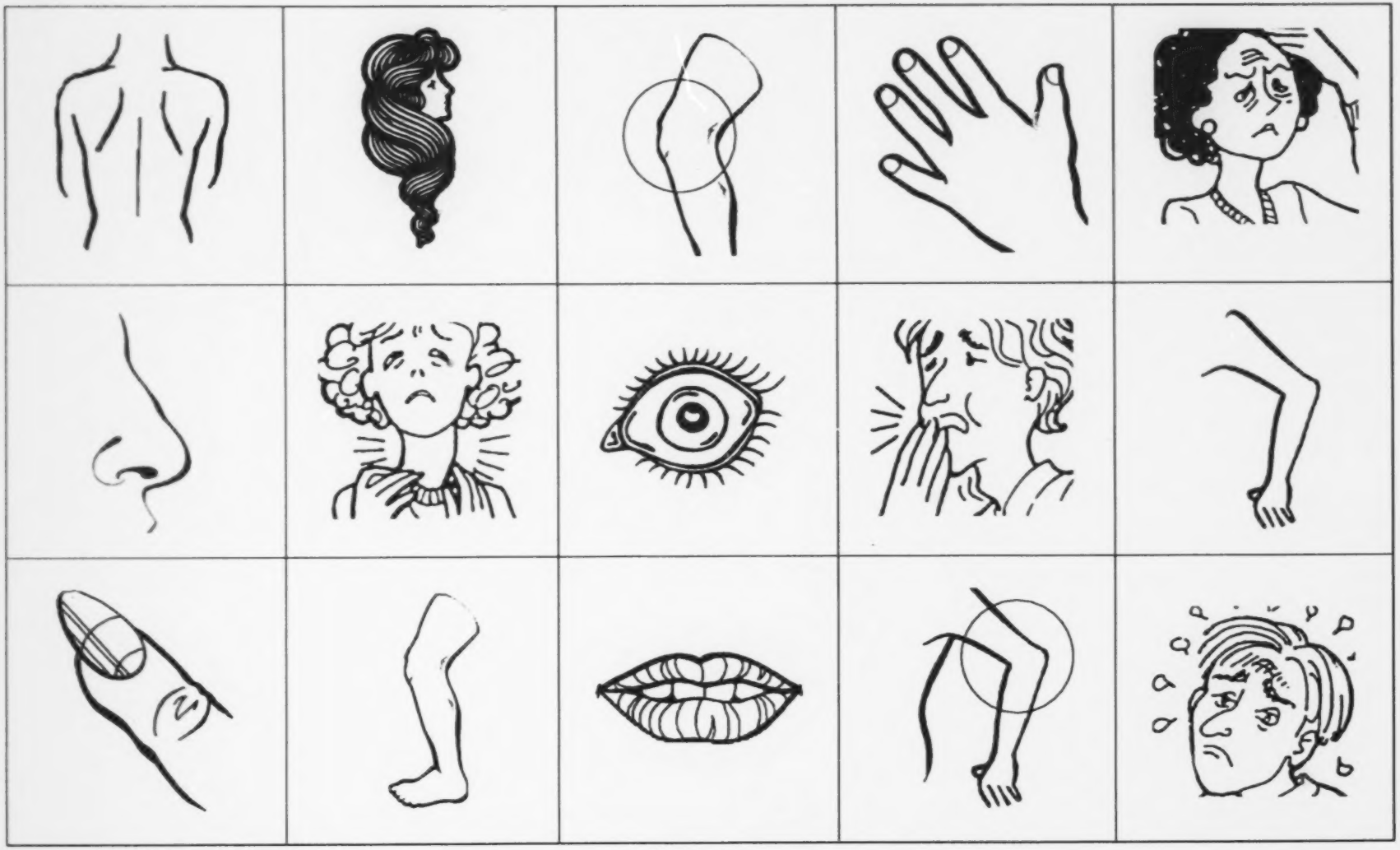
Teacher calls out a vocabulary word which will be on at least one of the Bingo sheets in picture form only. The students must listen and identify the picture - tick or cross the picture or place a counter on it. The teacher has a complete set of all the pictures and once the rules have been explained calls them out randomly. It is important to keep a note of the words called - perhaps by writing them on the board. This also serves the purpose of a second check for any students who have missed what the teacher said (providing they can read the words).
The first person to mark off nine (9) words is the winner and receives two lollies (no money). But that is not the end. The winner must read out the names of the parts of the body and the teacher checks them to see if they are correct or not. At the same time the teacher repeats and corrects any pronunciation. It is possible then to call out a few more words so that a second prize winner emerges (prize - one lolly).

Teacher's Evaluation

This game is very effective, as it incorporates all the skills - listening, reading, speaking, (and writing - if the students copy down the words onto their sheets as these students enthusiastically did). For students who can read a little it is very effective if words are written in the 15 squares rather than pictures.

A fun way to revise vocabulary and to have the students practise using it.

The students found it enjoyable and the winner was delighted with the prize.



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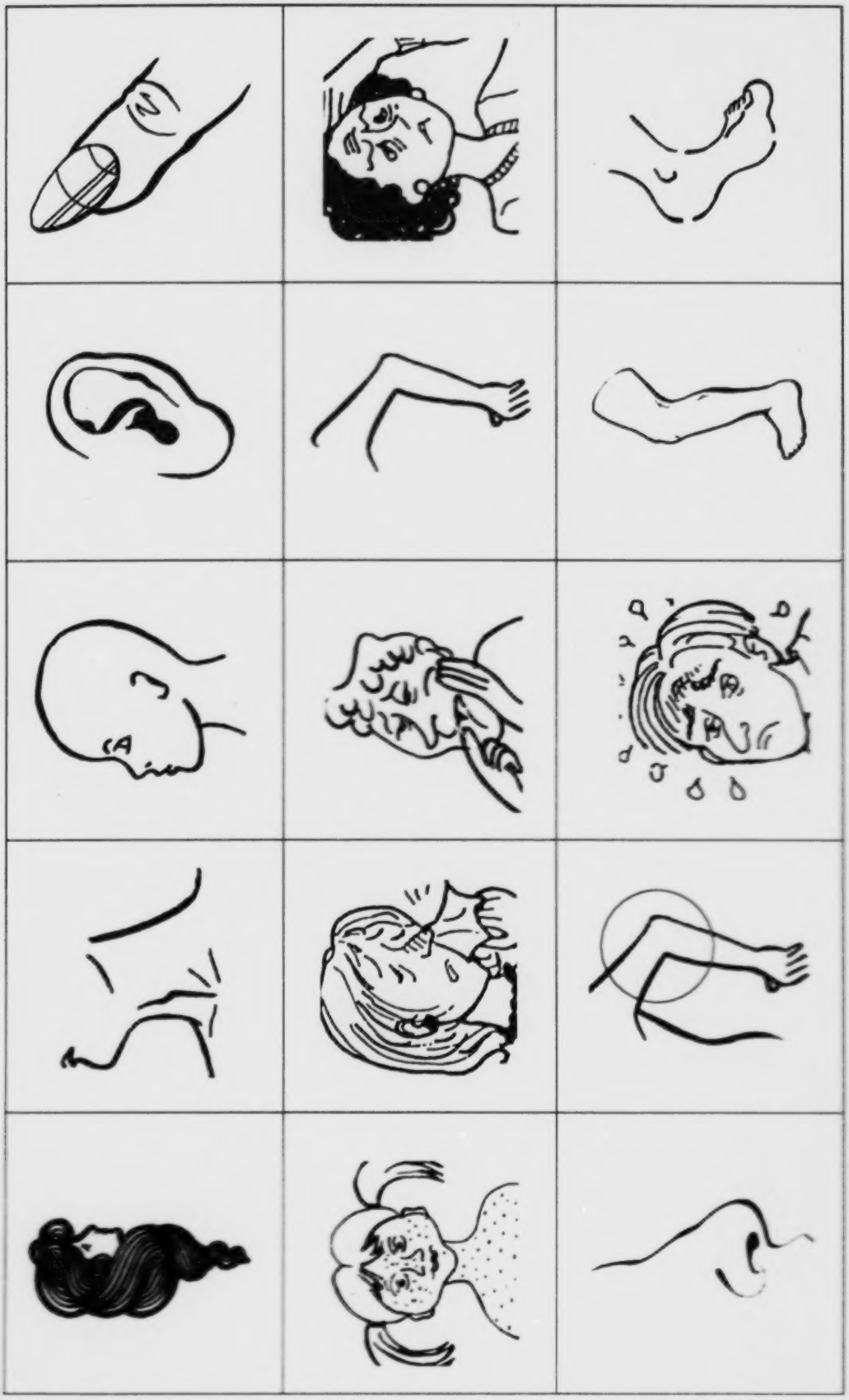

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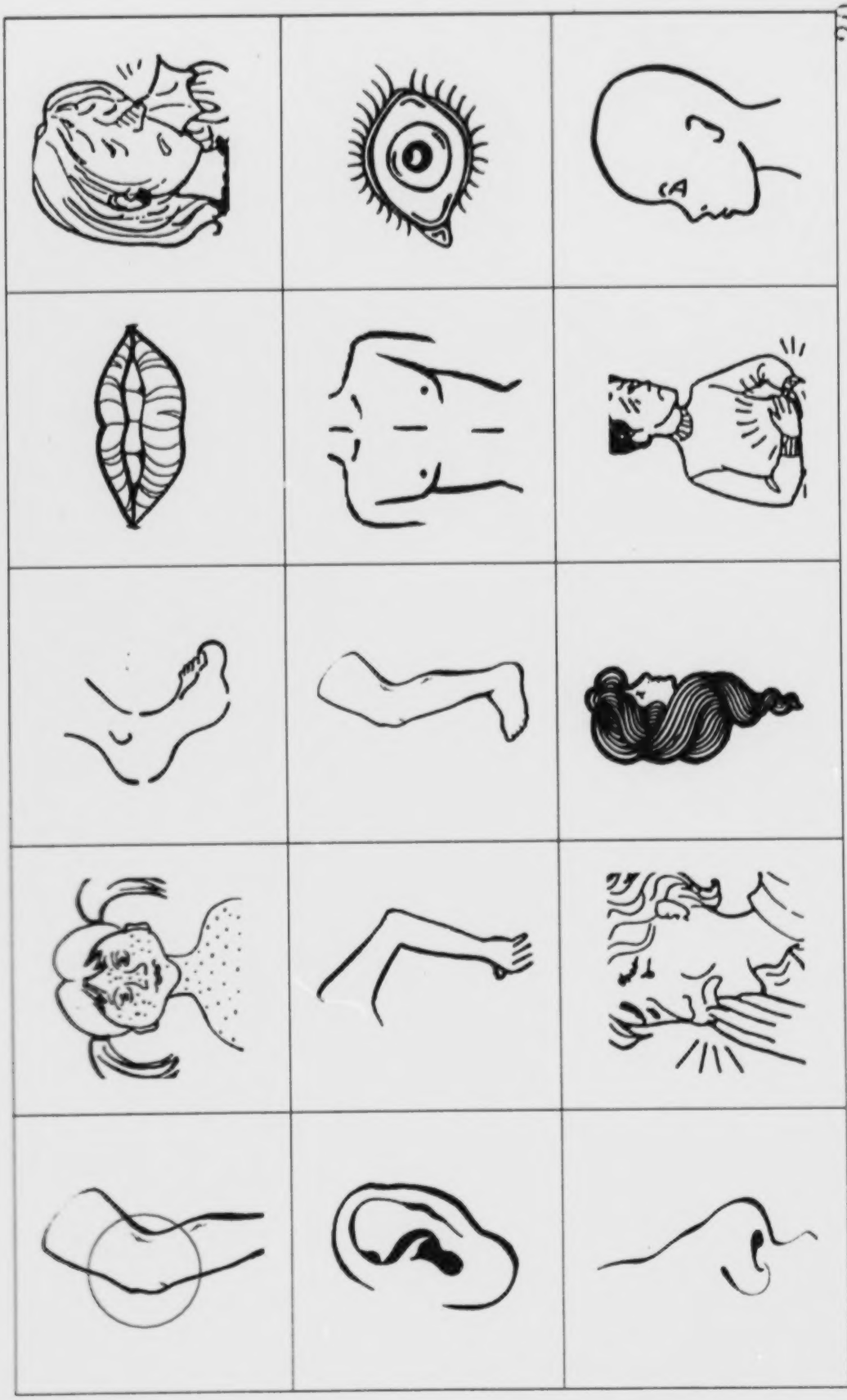

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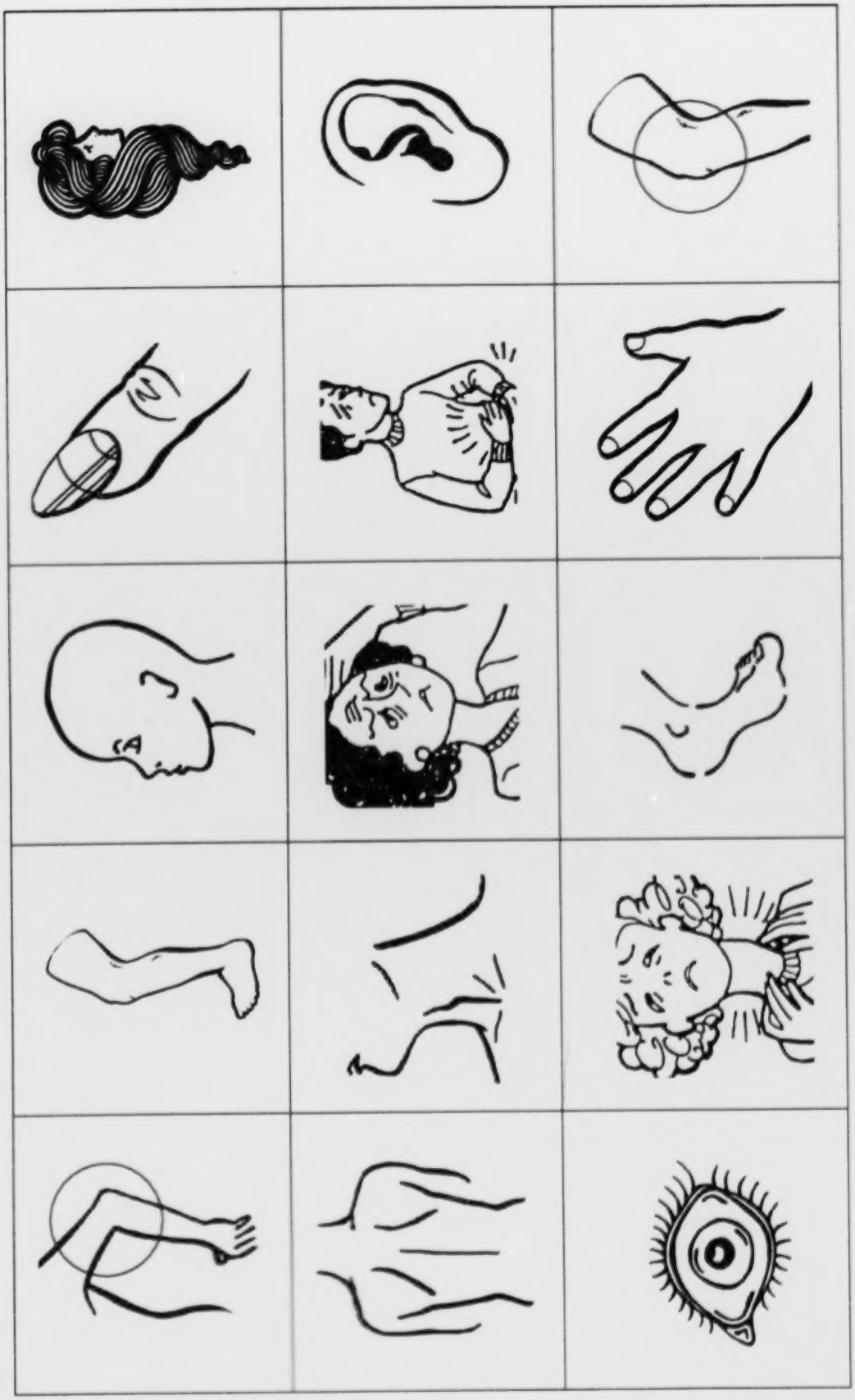

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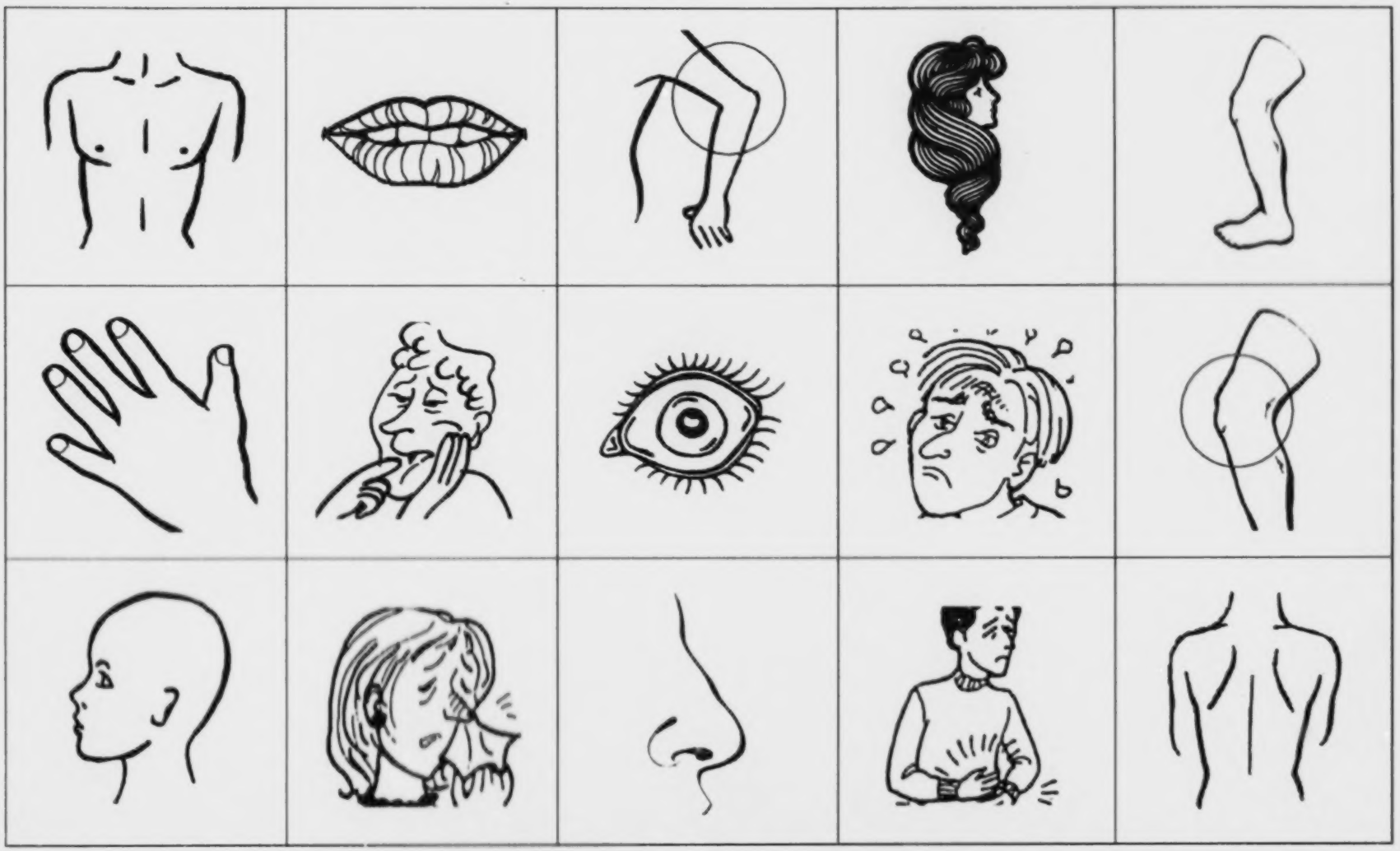

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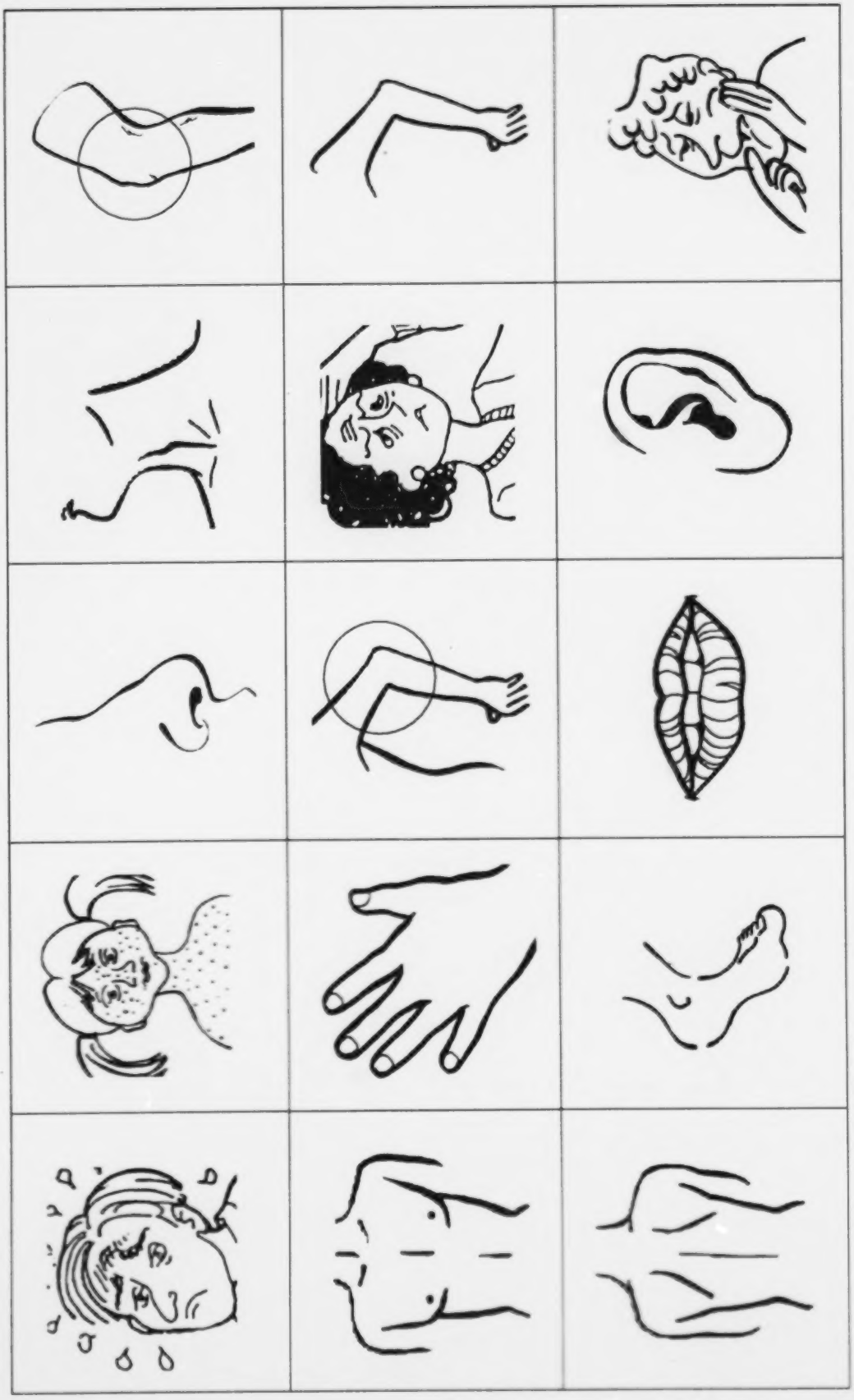

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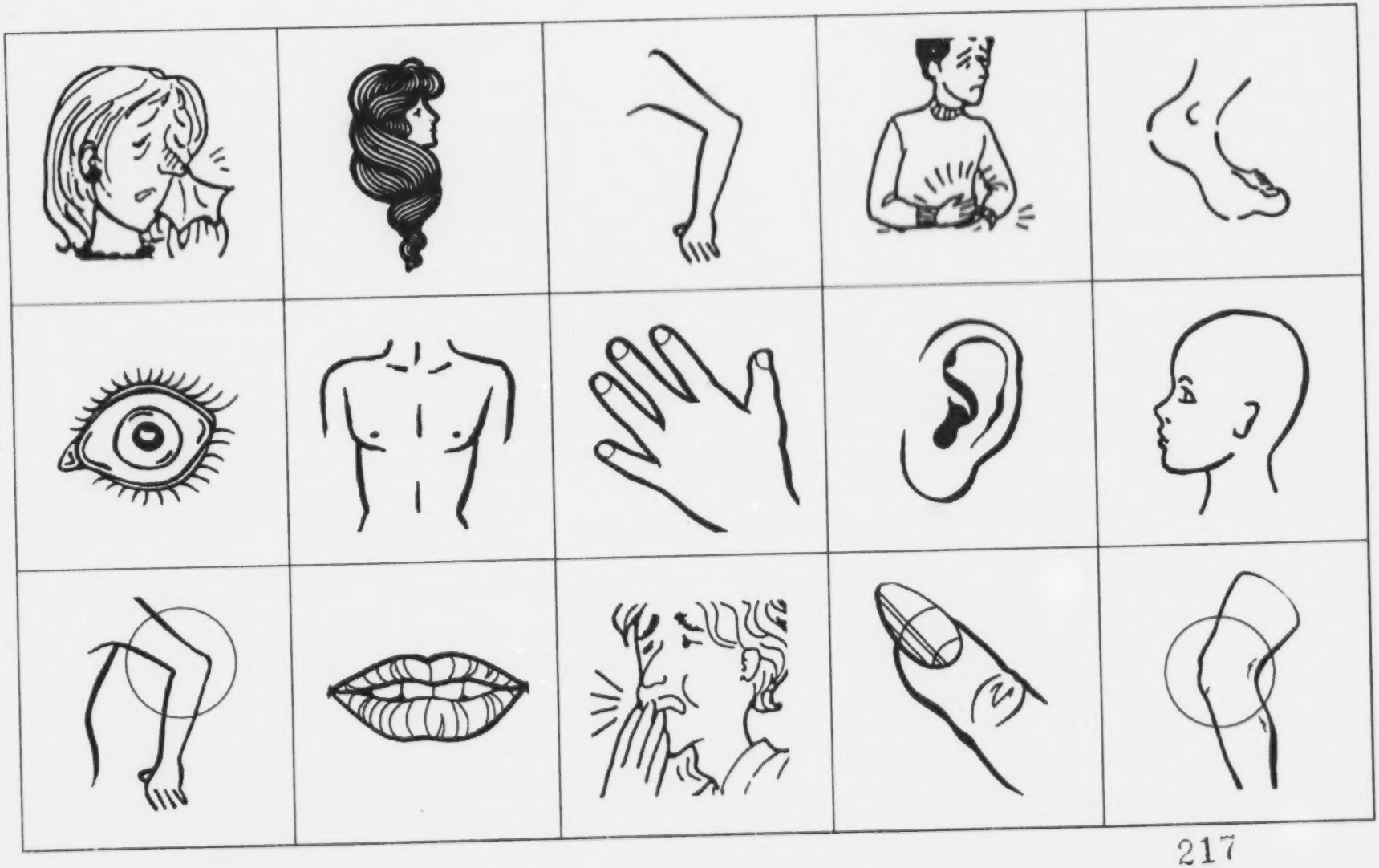

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ACTIVITY 13

Spelling

Various activities were used and recycled to help the students learn the letters of the alphabet in order to be able to spell their names. It was not possible at the beginning of the class for several of them to spell even their first names. All students were unfamiliar with the letters of the alphabet and their pronunciation.

A set of alphabet cards is very useful in teaching students to spell.

- Alphabet cards were used for matching activities. Capital letters were to be matched with lower case letters.
- Students used the cards to spell out their names or names of other students. Name tags with the students' names on were useful for this activity.
- Alphabet concentration as detailed in Activity 4.
- Students sit in a circle and the teacher gives two or three cards to each student. The students then must call out the letters in order - A B C D

There are various alphabet worksheets available which can help students recognise the letters and write them (in *Signposts* for example). Activities include copying, tracing and matching letters.

Alphabet dictation is successful. This indicates how well the students understand the pronunciation of the letters.

For people from European backgrounds the vowels are particularly difficult to distinguish, especially when spoken in an Australian accent. An activity where the teacher dictates only the vowels in any order (ten is a good number), students write them down and then read them aloud, is very revealing.

All these activities were used throughout the classes. They were used again and again. The take-home cassettes also had the alphabet and the vowels recorded as well as each students' full name, address and telephone number so that they could listen and repeat the pronunciation in their own time.

Teacher's Evaluation

"*Before this class I could not remember how to spell my name. Now I am very happy.*"
(Italian woman, 44 years in Australia)
These activities helped but the students still stumbled over some of the names or pronunciation of the letters. One student had been unable to remember the spelling of her first name (5 letters) since the start of the course. She could remember in class but did not remember without prompting in the next class. There did not seem to be any context for her. However, later exposure to a computer program - The Alphabet (available on CD-ROM) which is interactive, produced remarkable results. She was able to repeat 15 of the letters after one session.

ACTIVITY 13 WORKSHEET

Spelling

Capital letters

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

1 Trace the letters

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

ACTIVITY 13 WORKSHEET

Spelling

2 Trace and copy the letters

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

3. Write all the letters of the alphabet. Use capital letters.

ACTIVITY 14

Banking

Students were asked whether they wanted to learn anything in particular in the mid-course evaluation. Filling-in bank forms was seen as a priority so that they could be in charge of their own banking rather than having family members help.

In order for the students to be able to fill in deposit and withdrawal forms it was necessary for them to be able to write the date and to spell numbers. This involved learning:

Dates

- Months and day
- Numbers which correspond with the months - matching the word with the number, for example:

May	5	February	2
April	4	July	7

- Writing the dates in full - 16th October, 1992 and then in numerical form 16/10/92. The teacher writes the dates in full on the board. The students write them in numerical form in their books. (*Signposts* has a good selection of worksheets).

Spelling numbers

There are various copying activities students can do to practise writing and spelling numbers (*Signposts*).

Most of the spelling of the numbers remain the same even though the endings change, for example six, six **teen**, six **ty**. If the students can learn to spell only the twenty words which make up the spelling for all the words to one hundred, they will be able to spell any number (Caleb Gattegno, *The Silent Way* teaching approach).

Bank Forms

Bank forms from a well-known bank were photopied and enlarged. The vocabulary for deposit and withdrawal was elicited. Each section of the form was explained and the students filled in the relevant information.

The students then copied the "draft" onto an actual bank form. This was repeated for both deposit and withdrawal forms for several banks over a series of classes. The students now have "example" deposit and withdrawal forms they can copy for their own banking activities.

Revision

The spelling of the numbers and the meaning of deposit and withdrawal were recorded onto the take home cassette over the "ßpassive" music. The students were able to revise at home.

Teacher's Evaluation

The students enjoyed the activities and felt pleased when they were able to complete a form without help from the teacher. It is not clear whether they will actually do their own banking in future or not. Several said they could now do so when asked in the end of course evaluation. A visit to a bank by the whole class would have helped to consolidate the activity and is recommended.

ACTIVITY 14

WORKSHEET 1

Banking

Spelling numbers 1 – 100

1	ONE	**11**	ELEVEN	**21**	TWEN**TY**-ONE
2	TWO	**12**	TWELVE	**22**	TWEN**TY**-TWO
3	THREE	**13**	THIR**TEEN**	**30**	THIR**TY**
4	FOUR	**14**	_____	**40**	FOR**TY**
5	FIVE	**15**	FIF**TEEN**	**50**	FIF**TY**
6	SIX	**16**	_____	**60**	_____
7	SEVEN	**17**	_____	**70**	_____
8	EIGHT	**18**	EIGHT**EEN**	**80**	_____
9	NINE	**19**	_____	**90**	_____
10	TEN	**20**	TWEN**TY**	**100**	ONE HUNDRED

200 TWO HUNDRED

236 TWO HUNDRED AND THIRTY-SIX

1,000 ONE THOUSAND

1,573 ONE THOUSAND, FIVE HUNDRED AND SEVENTY-THREE.

ACTIVITY 14 WORKSHEET 1

Banking

Number Names

0	1	2	3	4	5	6	7	8	9
zero	one	two	three	four	five	six	seven	eight	nine

10	11	12	13	14
ten	eleven	twelve	thirteen	fourteen

15	16	17	18	19
fifteen	sixteen	seventeen	eighteen	nineteen

20	21	30	40	50
twenty	twenty-one	thirty	forty	fifty

60	70	80	90	100
sixty	seventy	eighty	ninety	one hundred

101	1000
one hundred and one	one thousand

ACTIVITY 14 WORKSHEET 2

Banking

A Write the names

3 _____

17 _____

1 _____

200 _____

30 _____

12 _____

7 _____

16 _____

802 _____

420 _____

81 _____

711 _____

5000 _____

90 _____

55 _____

B Write the numbers

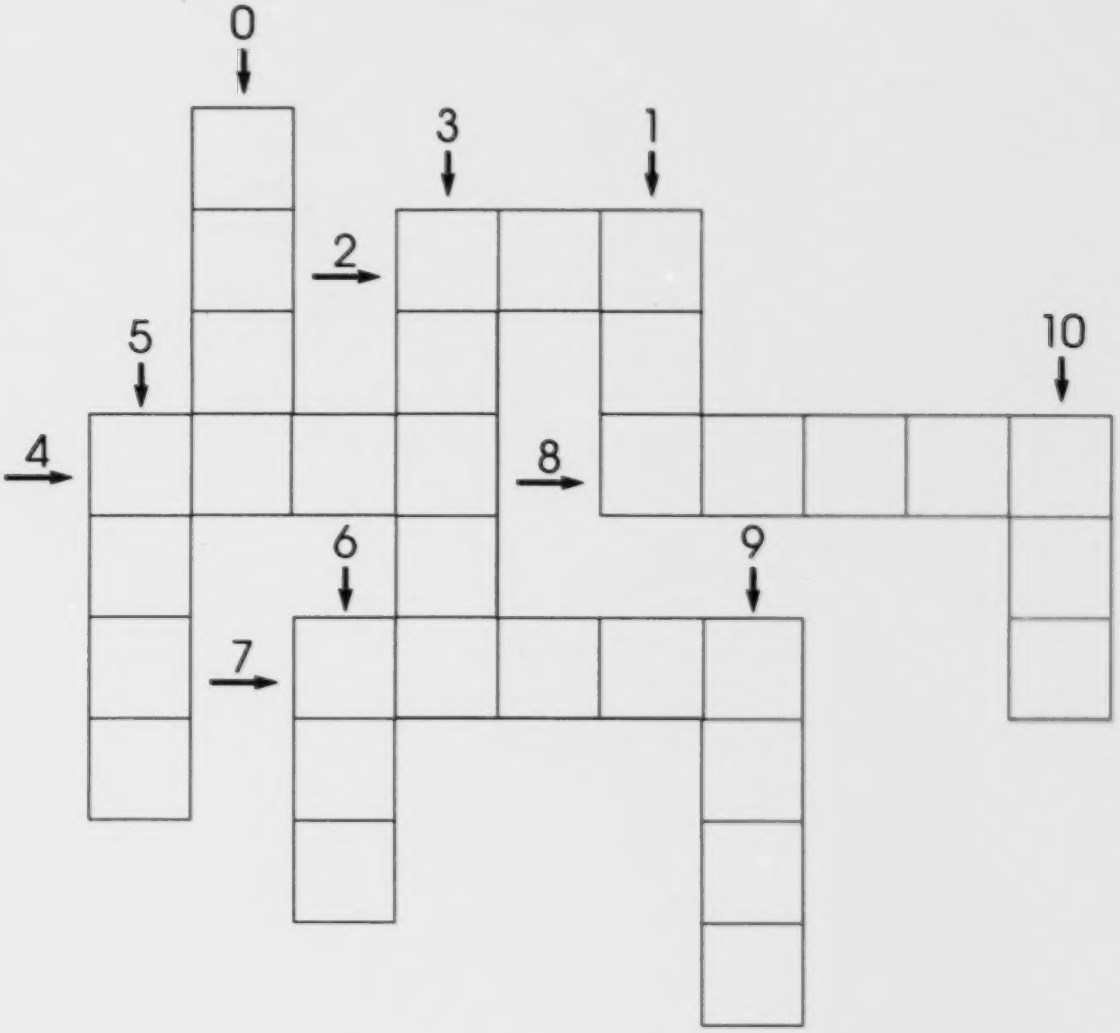
twenty-seven _____ forty-three _____

nine _____ one hundred and five _____

ACTIVITY 14 WORKSHEET 3

Banking

Write the number names in the boxes



ACTIVITY 15

Taking a message on the phone

This was an activity negotiated during the course. Students were interested in what to say when someone telephones and wants to speak to a member of the family who is not home.

Situations were elicited and discussed and some vocabulary written on the board. Dialogue sheets were produced from this vocabulary and became a focus for several lessons. They were practised with the teacher, and in pairs.

The students had copies of the dialogue sheets and these were recorded onto the students' cassettes for revision at home.

A complication which arose from this topic was a further need for the students to be able to listen to and understand the letters of the alphabet and write them down if they were to take messages on the telephone.

This involved dictation of names, which was practised in the classroom.

Teacher's Evaluation

The vocabulary was useful for those students who will be courageous enough to try it but there was no feeling of confidence about being able to take someone's name over the telephone, even if it was spelt slowly. There is still a lot of work for these students to do before they will able to take a message over the phone. However, these activities were an introduction and will be helpful.

ACTIVITY 15 WORKSHEET 1

Taking a message on the phone

A Hello

B *Hello. Is Giovanna there?*

A No, sorry. She's just left.

B *When will she be home?*

A About 6 o'clock.

B *OK. Thanks.*

A What's your name?

B *John King.*

A Can you spell that slowly, please?

B ___ ___ ___ ___ ___ ___ ___ ___

A OK. Bye.

B *Bye.*

ACTIVITY 15 WORKSHEET 2

What to say when you answer the phone

A *Hello. Is Ali home?*

B No, sorry. He's not here. He'll be home at 4 o'clock.

A *Hello. Can I speak to Atila please?*

B No, sorry. He's gone to school.

A *Hello. Can I speak to Marianna?*

B No, sorry. She's gone to work.

A *Hello. Is Giovana there?*

B She's not home at the moment. She's gone shopping.

A *Hello. Can I speak to Caterina please?*

B She's not home yet. She finishes work at 6 o'clock. She'll be home soon.

A *Hello. Is Giovana there?*

B No. She's not home. She finishes work at 6 o'clock but she goes straight to school. She won't be home till 9 o'clock.

A *Can you take a message for her?*

B I'll try. Please speak slowly. What's your name?

UNIT 5 MISCELLANEOUS TOPICS

These are a collection of topics that developed through the students' needs and interests.

Using the telephone
Students had expressed a concern about using the telephone. They were apprehensive about answering and talking on it. They were encouraged to phone the teacher when absent and to leave a message on the answering machine if the phone was unattended.

Conversation Cards
The Conversation Cards were used as a warm-up activity at the start of class.

Alphabet
Alphabet activities were also often used at the beginning of the class as warmers.

The students at all levels enjoyed these activities and found them fun.

Library visit
The visit to the local library was aimed at encouraging the students to use the library facilities in their own neighbourhood. Many of the students continued to use the library after classes were finished.

ACTIVITY 1

Phoning When Absent

The students were given a written dialogue of a telephone conversation between a teacher and a student who cannot come to school.

Role play

- Students practice the conversation in pairs
- Students practice conversation with teacher.

Leaving a message on an answer machine

Students were given a written dialogue of a conversation when leaving a message on an answering machine.

Role play

- Students practiced the conversation in pairs
- Students practiced the conversation on the answering machine in the office. The students used a second phone, rang the school and left a message on the answering machine. This was played back to the students so they could hear what they sounded like.

Phoning the teacher

Students were asked to ring the teacher and speak to her on the phone. This was to give the students more confidence, as many of them were too nervous to talk on the phone and got their children to do it for them.

ACTIVITY 1 WORKSHEET 1

Phoning when absent

A Hello, Fitzroy AMES.

B Hello. Can I speak to Anne please?

A Yes. Just a moment.

C Hello. Anne speaking.

B Hello Anne. This is _____ . I can't come to school today because _____ _____ .*

C O.K. Thank you for ringing. See you later.

B Bye.

* I am sick.
  I've got a headache.
  I have to go to Social Security.
  I have to go to the _____ .
  My _____ is sick.
  _____
  _____
  _____

ACTIVITY 1 WORKSHEET 2

Leaving a message on the answer machine

A Fitzroy AMES. We can't answer the phone right now, so please leave a message after the beep. Thank you.

B Hello. This is _____ . My teacher is _____ _____ . I can't come to school today because _____ .*

* I am sick.

I've got a headache.

I have to go to Social Security.

I have to go to the _____ .

My _____ is sick.

_____

_____

_____

ACTIVITY 2

Conversation Cards

Developed by Collingwood AMES

The students are divided into pairs of similar ability and ask each other questions found on the cards.

One side of the card has a question and the other side the sentence structure needed to form an answer.

The cards are graded in levels according to ability. There are 3 groups: level 1 - beginner, level 2 - low intermediate, level 3 - intermediate.

Note: Photocopy each single page onto both sides of a sheet of paper. Each sheet needs to be on both sides of the photocopied page so that when cut out, the Question and the Answer are back to back.

What do you like doing?	I like . . . and . . .
What is your last name?	My last name is . . .
Do you have any children? How many?	Yes I have . . . child. I have . . . children. **or** No I don't have any children.
What time do you eat lunch?	I eat lunch at . . .

How old are you?	I am . . . years old.
What time do you get up?	I get up at . . .
What time do you eat dinner?	I eat dinner at . . .
Do you have any sisters? How many?	Yes I have . . . sister. I have . . . sisters. **or** No I don't have any sisters.

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What is your date of birth?	My date of birth is . . . (day) of . . . (month) . . .
What is your surname?	My surname is . . .
What is your nationality?	My nationality is . . .
What is your country of origin?	My country of origin is . . .

When did you arrive in Australia?	I arrived in Australia on the . . . (day) of . . . (month) . . .
What is the weather like today?	It is . . .
Do you have any daughters. How many?	Yes I do **or** No I don't **or** Yes I have . . . daughter(s).
Are you married?	Yes I am **or** No I'm not.

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Are you divorced?	Yes I am **or** No I'm not.
Are you single?	Yes I am **or** No I'm not.
Are you widowed?	Yes I am **or** No I'm not.
What colour do you like?	I like . . .

What time do you go to sleep?	I go to sleep at . . .
How are you today?	I am very good, thank you. I am good, thank you. I am sick.
Do you like music?	Yes I do. I like . . . music. or No I don't.
What was your date of arrival?	My date of arrival was the . . . of . . .

What was your occupation in your country?	I was a . . .
What is your occupation now?	I am a . . .
What is your marital status?	I am married. **or** I am single. I am divorced. **or** I am widowed.
What is your address? My address is	. . . (number) . . . (street) . . . (Suburb) . . . (postcode)

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What is your first name?	My first name is . . .
What is your age?	I am . . . years old.
Do you have any brothers? How many?	Yes I have . . . brother(s) No I haven't
When were you born?	I was born on the . . . of . . .

Where do you live?	I live in . . .
What day is it today?	It is . . .
What is the date today?	It is the . . . of . . . . .
What is your given name?	My given name is . . .

What is your middle name?	My middle name is . . .
Do you live in a flat or a house?	I live in a . . .
What are two things you like to cook and eat?	I like to cook and eat . . . and . . .
Do you have family in this city or country?	Yes I do, I have . . . No I don't.

Do you have any brothers and sisters? If so, describe them.	I have . . . brothers and . . . sisters. I don't have any sisters. I don't have any brothers.
What job would you like?	I would like to be a . . .
What makes you laugh?	. . .makes me laugh.
What are you good at doing?	I am good at . . . ing and . . . ing.

Do you have any children? If so, describe them.	Yes I have one child. I have . . . children. No I don't have any children.
What did you do last Sunday?	Last Sunday I . . .
What is your favourite kind of music?	My favourite kind of music is . . .
What do you feel about smoking?	I think smoking is . . .

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What sport do you like watching?	I like watching . . .
What sport do you like playing?	I like playing . . . I don't play any sport.
What do you do in the evening?	In the evening I . . .
What do you like doing on the weekend?	I like . . . ing and . . . ing on the weekend.

What do you think of Australia?	I think Australia is . . .
Do you like living in Australia? Why? Why not?	I like living in Australia because... I don't like living in Australia because . . .
What are you good at?	I am good at . . .
How often do you go shopping?	I go shopping . . . a week.

What T.V. programme do you like?	I like . . .
What do you like?	I like . . . ing and . . . ing.
What don't you like?	I don't like . . .
What food do you cook?	I cook . . .

When do you go shopping?	I go shopping on . . .
What is your favourite food?	My favourite food is . . .
What food do you like?	I like . . .
Where do you go shopping?	I go shopping at . . .

What do you buy at the supermarket?	I buy . . ., . . ., . . ., . . . and . . .
What kind of animals do you like?	I like . . . , because they are . . .
Do you like animals?	Yes I do because . . . No I don't because . . .
Who is the Prime Minister of Australia?	The Prime Minister of Australia is . . .

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Who is the Premier of Victoria?	The Premier of Victoria is . . .
Did you have nice weekend?	I had a . . . weekend because . . .
Have you got a driver's licence?	Yes I have. No I haven't.
How tall are you?	I am . . . tall

What do you think of Melbourne's weather?	I like Melbourne's weather because . . . **or** I don't like Melbourne's weather because...
Have you got a car?	Yes I have. I've got a . . . No I haven't.
Have you got a T.V.?	Yes I have. No I haven't.
Have you got an AMES library card?	Yes I have. No I haven't.

What frightens you?	. . . frightens me.
What is your favourite song?	My favourite song is . . .
What do you worry about?	I worry about . . .
What is something you are proud of?	I am proud of . . .

Do you believe in ghosts and spirits?	Yes I do because . . . No I don't because . . .
Can you read and write English?	Yes I can read and write English. No I can't read and write English.
What is one big success you have had in your life?	My big success is . . .
What kinds of things make you angry?	. . . makes angry.

Are you afraid of snakes and crocodiles?	Yes I am because . . . No I'm not because . . .
Where do you like to go on holidays?	I like to go to . . .
What do you love best?	I love . . .
What happened on your first day in Australia?	On my first day in Australia, I . . .

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ACTIVITY 3

Alphabet

Some students had literacy problems. They wanted to revise the alphabet and so five minutes at the start of each lesson was left for alphabet practice.

Some activities were:-

1 Letter calling (*Lifelines* 1986: 14)
2 Bingo (*Lifelines* 1986: 15)
3 Alphabetical order (*Lifelines* 1986: 15)
4 Spelling. Teacher calls out a letter. Students write down the letter. The teacher continues spelling out a word and the students write the letters. The better students try and guess the word before it is completed.

The teacher should have a large alphabet on permanent display.
She/he should also have a set of cards of both lower case and upper case letters. There is a myriad of activities you can do if you have these few tools on hand.

ACTIVITY 4

Visit to Local Library

We visited the local library.

Students were shown the different sections of the library, told how to borrow material and told about the different materials available in the library.

Students filled in membership forms in class before the excursion.
The students enjoyed looking at books in their own language and browsing through magazines. Most students borrowed something.

Follow-up lessons looked at the library card, membership number, borrowing receipt, due date and library phone number.

A book was made using the photos taken on the excursion.

SECTION C
Appendices

APPENDIX I. ACKNOWLEDGEMENTS

We would particularly like to thank the following people for their assistance and for participating in the Project.

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Mia Trujillo	Fitzroy Learning Network, Fitzroy
Tiya Beggs	Community Access Officer, City of Yarra
Carolyn Williams	Darebin Network of Neighbourhood Houses

STUDENT GROUPS

Fitzroy Learning Network
Holden Street Neighbourhood House
Belgium Avenue Neighbourhood House
East St. Kilda Neighbourhood House
Greek Elderly Women's Group, Collingwood
Arabic-Speaking Elderly Social Group, Carlton
Indo-Chinese Elderly Refugee Association, North Fitzroy
Elderly Chinese Women's Social Group, Fitzroy
Collingwood Elderly Indo-Chinese Association

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Note: We have attempted to be as comprehensive and accurate as possible in these acknowledgements. We apologise to anyone we have overlooked or whose name is spelt incorrectly.

APPENDIX II. FINDINGS

DESIGN AND DEVELOPMENT OF CURRICULUM AND MATERIALS

1. It is important for the language and social needs of the older learner to be known before curriculum is developed.

The initial interview form and ASLPR assessment of language levels was effective in placing students in classes. However a "Needs Analysis" form (see Appendix III), which included questions on the purposes of learning as well as specific areas of language competency of the participants, was more effective for forming a curriculum outline for the classes.

2. The students' confidence in using the English language outside the classroom is as important as their linguistic correctness. The language outcomes of the lessons included an increased confidence in daily contact with native speakers and an ability to access community services. A sense of success and achievement was also an important outcome, which led to increased confidence and self-esteem both in the classroom and outside.

3. The help of accredited interpreters to conduct initial interviews and the formal needs analysis was vital in setting up the pilot classes.

4. Older learners preferred the lessons to focus on speaking and listening. They wanted to learn language they could use daily with their families and in the community. Older students reported that the expectation in previous classes that they read and write immediately was quite daunting.

5. Older migrants expressed a need to learn communication skills: speaking, listening and language to help them understand what is said to them. There is a very real need to learn language to speak with doctors and hospitals: to understand a diagnosis and advice and to explain symptoms.

6. Interaction with students from primary and secondary schools benefited the older learners. Provision of community programs in schools to encourage links between generations could serve to increase the valuing of cultural diversity and languages in the local community.

7. Older learners enjoy and benefit from listening to radio. Being involved in the production of radio programs as part of this course increased their confidence in the use of English. Teachers of older migrants who contact local community radio stations to arrange a visit or perhaps an interview on air for the students will find it rewarding and interesting.

8. Older learners have a lifetime of experiences. This wealth of knowledge and experience was used very successfully for curriculum purposes and encouraged the valuing and understanding of other cultures. The students were given an insight into what the lives of their classmates had been like before coming to Australia.

9. In order to respond to the short-term memory loss which often affects older learners a range of "accelerated learning" techniques were successfully employed in one pilot class. The students found this class relaxing and enjoyable. Techniques included the use of music

in the classroom, coloured pens to assist memory, revision cassettes, edu-kinesiology (Brain Gym ®) and some neuro-linguistic programming activities. The individual cassettes which were given to the students for revision at home were particularly successful with those students who took time to listen to them.

10. There is no set curriculum which will cover the learning needs of all older learners. Therefore it is not possible to use one particular set of curriculum materials with every class. For example, the curriculum materials which were very successful for Groups 1 and 2 of the pilot classes were not suitable for the students in Group 3.

11. The students were very interested in computers and in understanding how to use them. Computer-assisted language learning programs were very effective in clarifying what had been presented in the classroom.

THE LEARNING CONTEXT

1. Students and teachers stated that classes should be offered for 5 or more hours per week. Classes should be held twice a week at least. Two hours a week is not enough for the older learner to retain new language.

2. The experience from the pilot classes was that 100 hours over 20 weeks was not long enough. The students were only beginning to become involved with studying and working on improving their skills when the classes finished.

3. Older learners expressed a need for a slower learning pace. They are resistant to accredited courses which may involve formal assessment and cause unnecessary anxiety.

4. Older learners benefited from being taught with other older people. They learnt more effectively and felt more confident when in a class with other students of a similar age. They had similar learning styles and needs, required a slower pace of presentation and often had similar health and social needs.

5. English classes increased the access to some community services for older migrants. They had often been unable to benefit from these because of poor English.

6. The students had an opportunity to learn about some Australian customs and culture and practise the language they had studied in class in real situations: an opportunity for some which was unique as they had not been to English classes before.

7. The older learners in the study attended classes with real commitment and enjoyment. That commitment was enhanced when their language and physical needs were met and they felt valued and successful with their improved ability to communicate in English in various situations.

8. The situation of the English class in a supported community setting assists both the students and the teacher accessing other community services and activities.

9. Providers of educational programs for older people need to be aware that the physical comfort of older learners is important for learning to occur. It is important to provide a comfortable classroom which has good lighting, acoustics, and easy access.

10. For older learners to be interested in attending classes, the venues need to be in an accessible location, close to home and/or transport.

11. Students who were provided with transport during the pilot classes were very interested in continuing the classes but not willing to come if transport could not be provided. Many older migrants who want to increase their language skills by attending classes are unable, or lack confidence to use public transport or telephone for taxis because of poor English or poor health. Students may need initial reliable transport until they become familiar with local public transport.

12. One group of older learners belonging to an ethnic social club participated in English classes at the club venue. These classes were very successful as the students did not feel threatened in their familiar surroundings with their established social network.

13. Some students reported an improvement in health while attending the pilot classes.

PROFESSIONAL DEVELOPMENT

1. Teachers want access to more professional development in the field of English language programs design for older migrants.

2. Memory impairment is considered a major barrier to learning for older students. Professional development should be offered for teachers who are responsible for classes for older students to enable them to become familiar with the latest learning techniques and activities to assist with memory problems.

Note: A workshop for teachers of ESL to older migrants was offered during the project and very well attended. From sixteen responses to a questionnaire which was completed at the workshop thirteen responses indicated a need for professional development in teaching ESL to older people. The majority wanted workshops focussing on course topics and resources.

APPENDIX III.

English for Older Migrants

INITIAL INTERVIEW
and
ASSESSMENT OF LEARNER NEEDS

CONFIDENTIAL

Date _____

Name_____

Address_____

_____

Telephone(Home)_____(Work or Friend) _____

Date of Birth _____ Country of Birth _____

Date of Arrival _____ Nationality _____

Languages other than English _____

_____

Previous English Classes _____

_____

_____

Previous Education _____

_____

Age left school _____

Highest year in school _____

_____

_____

Health - Do you have any medical problems? _____

_____

_____

Do you drive / have a car?_____

Marital status _____

Number of children (In Australia) _____ (In country of origin) _____

Marital status of children _____

Number of grandchildren _____

What languages do they speak? _____

_____

Family members in Melbourne _____

_____

PART 2

SPEAKING

How do you feel about your spoken English? _____

_____

Do you have any problems in the following situations?

Social (Australian friends, neighbours, school or childcare) _____

_____

Telephone _____

Doctor / Hospital _____

_____

Shopping / Banking / Post Office _____

_____

Taxis / Public Transport _____

_____

Explaining your ideas _____

_____

Asking for assistance _____

LISTENING

Do you have any problems understanding spoken English? _____

_____

If so, what problems? _____

_____

Telephone _____

TV _____

Radio _____

Australian English (shops, public transport, schools, community services)

_____

_____

Other _____

_____

READING

Do you have good eyesight? _____

What newspapers do you read? _____

_____

Do you use your local library? _____

Do you have any difficulty reading forms, public notices, directions etc. in

English? _____

_____

WRITING

Do you have any difficulty in writing English? _____

_____

What is most difficult for you? _____

_____

Do you think you need to improve your writing? _____

What do you need to improve? _____

_____

SELF-PERCEIVED NEEDS

Why do you want to learn English? _____

_____

Place these skills in order of importance (i.e. most to least).

Speaking, Listening, Reading, Writing

_____

What do you want to learn in this class?_____

_____

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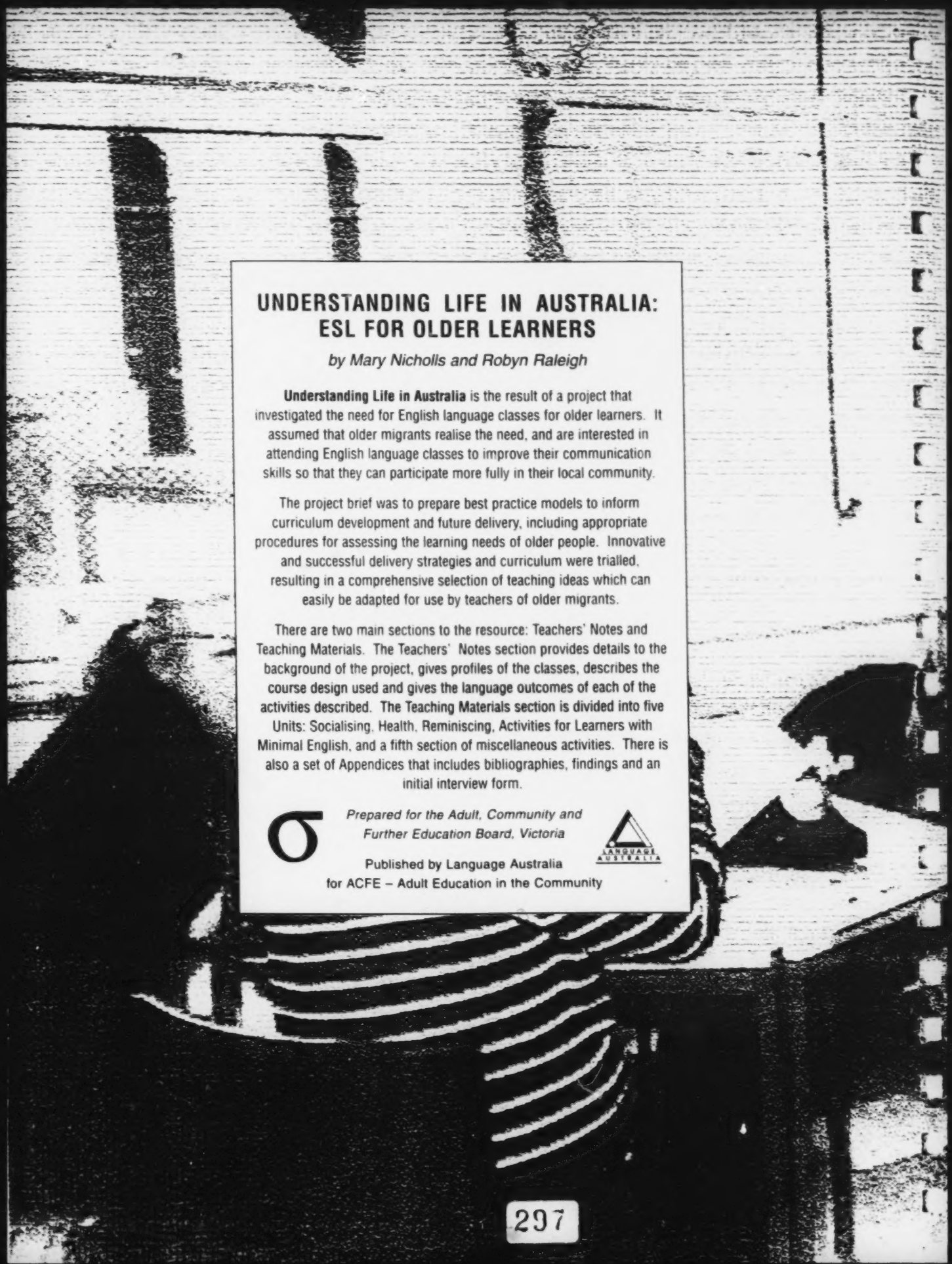

UNDERSTANDING LIFE IN AUSTRALIA: ESL FOR OLDER LEARNERS

by Mary Nicholls and Robyn Raleigh

Understanding Life in Australia is the result of a project that investigated the need for English language classes for older learners. It assumed that older migrants realise the need, and are interested in attending English language classes to improve their communication skills so that they can participate more fully in their local community.

The project brief was to prepare best practice models to inform curriculum development and future delivery, including appropriate procedures for assessing the learning needs of older people. Innovative and successful delivery strategies and curriculum were trialled, resulting in a comprehensive selection of teaching ideas which can easily be adapted for use by teachers of older migrants.

There are two main sections to the resource: Teachers' Notes and Teaching Materials. The Teachers' Notes section provides details to the background of the project, gives profiles of the classes, describes the course design used and gives the language outcomes of each of the activities described. The Teaching Materials section is divided into five Units: Socialising, Health, Reminiscing, Activities for Learners with Minimal English, and a fifth section of miscellaneous activities. There is also a set of Appendices that includes bibliographies, findings and an initial interview form.

Prepared for the Adult, Community and Further Education Board, Victoria

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